DOCUMENT RESUME

ED 219 562 CE 033 271

AUTHOR	Carvell, Fred; Carvell, Joan B.
TITLE	A Manual for the Illinois Student Longitudinal Case Study System (ISLCS). Procedures and Materials for Planning and Implementing the ISLCS.
INSTITUTION	Carvell Education Managment Planning, Inc., Los Angeles, Calif.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jun 82
NOTE	180p.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Data Collection; *Followup Studies; Graduate Surveys; Guidelines; Interviews; *Outcomes of Education; *Program Development; *Program Implementation; Questionnaires; Secondary Education; *Vocational Education
IDENTIFIERS	*Illinois; *Impact

ABSTRACT

Designed for local school and district vocational educators, this manual contains instructions and materials necessary to plan and implement a student longitudinal followup system. Part 1 provides background information and definitions used in the system. In part 2 are described the 11 major activities that must be undertaken by local program sites to plan and implement the system during the first year. Part 3 provides specific guidelines for using the data collection form (Student Case File Contact Record) used to obtain and record information from sample students used in the study. In part 4, directions are provided for synthesizing and summarizing student responses in each program site or district so they can be submitted to the Illinois Department of Adult, Vocational and Technical Education at the end of the school year. Part 5 contains guidelines and directions for making student contacts after the initial year after the system is implemented. These exhibits are appended: sample student permission form, sample summary packet, and cover letter for mail survey. Reproducible materials are also provided, including student case file contact record, master log of student cases, program site sample student summary sheet, and confidential student followup information sheet. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED219568

A MANUAL FOR THE ILLINOIS STUDENT LONGITUDINAL CASE STUDY SYSTEM (ISLCS)

PROCEDURES AND MATERIALS FOR PLANNING AND IMPLEMENTING THE ISLCS

Project Staff

Fred Carvell
Joan B. Carvell

This manual was developed and duplicated under a contractual agreement between the Illinois State Board of Education, Department of Adult, Vocational and Technical Education and CARVELL Education Management Planning, Inc., Los Altos, CA. Contents of the manual should not be construed to be policy or opinion of the Illinois State Board of Education or its staff.

June 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 033 271

CARVELL — Education — Management — Planning
Post Office Box 531, Los Altos, California 94022 (415) 941-9118

NAMES OF SCHOOL DISTRICTS AND PERSONS PARTICIPATING
IN THE PILOT TEST OF THIS MANUAL

Program Site	Project Participant
Vienna Correctional Center Vienna, Illinois	Hartzel Black, Education Administrator
Township High School, District 214 Mt. Prospect, Illinois	Warren Collier, District Coordinator of Vocational Education
Edwardsville Unit, District 7 Edwardsville, Illinois	Donald Dillow, Vocational Director
City Colleges of Chicago Chicago, Illinois	Bernard Ferreri, Associate Vice-Chancellor for Career and Manpower Programs
Genoa-Kingston High School Genoa, Illinois	Sandra McCamy, Vocational Director
Decatur Public Schools, District 61 Decatur, Illinois	James Oettel, Director of Industrial and Vocational Education
Flora Community Unit, District 35 Flora, Illinois	Mary Beth Stine, Vocational Director

PREFACE

This is a manual containing instructions and materials necessary to plan and implement a student longitudinal follow-up system called, the Illinois Student Longitudinal Case Study (ISLCS). The manual is intended for persons at the local program site level who will implement the system with vocational education students in their district or institution. A working draft of this manual was used and pilot tested by seven program sites in Illinois during 1981-82. The names of participating schools and personnel appear in the front of the manual. The ideas and suggested revisions made by those who participated in the pilot test have been incorporated in this document. The final version of the manual is divided into five parts and contains exhibits and reproducible materials that can be used.

Part I, The Introduction provides background information and definitions used in the system.

Part II, General Procedures for Planning... provides an overview of eleven (11) major activities that must be undertaken by local program sites to implement the system during the first year.

Part III, Student Interviews... provides specific quidelines for using the data collection forms used to obtain and record information from sample students used in the study.

Part IV, Guidelines for Summarizing Sample Student Information provides directions for synthesizing and summarizing student responses in each program site or district so they can be submitted to the Department of Adult, Vocational and Technical Education at the end of the school year.

Part V, Guidelines for Following Up Sample Students contains directions for making student contacts after the initial year that the system is implemented.

The program site participants attended two workshops during the pilot test of the manual. Each two-day workshop affored an opportunity for persons responsible for the pilot test within his or her district or institution to achieve the following outcomes:

1. Understand the basic concepts used in the ISLCS
2. Be able to pick a representative sample of students from existing vocational education programs
3. Be able to use the Student Case File Conntact Record during the initial student interview
4. Be able to establish individual student case files at the end of the school year
5. Be able to summarize the student responses so that they could be submitted to the State.

The purpose of this manual is to assist local school and district vocational educators achieve the same objectives.

Acknowledgements

As noted, the persons who participated in the pilot testing of this manual are listed. The project team is appreciative of their thoughtful assistance and hard work during the development and revisions of the draft and final versions of this manual. In addition, a note of thanks must go to Rebecca Douglass, Director of the East Central Network for Curriculum Coordination, who attended one workshop and contributed her knowledge to the discussion. Insights and assistance were provided by Winnetta Bernard and Carol Sanders, from Project IMPACT, who conferred with the study team throughout the project year. Finally, the Research and Development Unit staff and project monitor were especially helpful during the project, from inception to completion.

The project team was comprised of Fred Carvell and Joan Barnes Carvell who were co-investigators for the development of this manual and Patrick Vann who assisted in field work associated with other activities that were part of the overall project.

June 1982

CONTENTS

Names of School Districts and Persons Participating in the Pilot Test of This Manual i

PREFACE ii

I. INTRODUCTION 1
Background of the Project 1
Purpose of the Illinois Student Longitudinal Case Study (ISLCS) 1
Relationship of ISLCS to Other Student Reporting and Follow-up Systems 2
Definitions and Terms Used 3
Major Components and Characteristics of the ISLCS 5
Major Data Elements Used in the ISLCS 6

II. GENERAL PROCEDURES FOR PLANNING AND IMPLEMENTING THE ISLCS 8
Project Planning 8
Sample Selection 14
Initial (Base Year) Student Interviews 20
Data Summary 23

III. STUDENT INTERVIEWS AND COMPLETION OF THE STUDENT CASE FILE CONTACT RECORD 27
Additional Suggestions for Filling Out the Forms 50

IV. GUIDELINES FOR SUMMARIZING SAMPLE STUDENT INFORMATION 51

V. GUIDELINES FOR FOLLOWING UP SAMPLE STUDENTS 63
Planning and Conducting Follow-up Contacts for the ISLCS 65
Preparing Written Case Profiles 68
Some Hints for Writing Case Profiles 72

EXHIBITS 63

A Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Approved Occupational Programs and Useful Definitions ..... A

B Sample Student Permission Form ..... B

C Sample Summary Packet C

D Cover Letter for Mail Survey ..... D

REPRODUCIBLE MATERIALS (at end of Exhibits) .....

FIGURES

1	Flow Chart of Major Activities and Tasks for Planning and Implementing the First Year of ISLCS	9
2	Cumulative Effect of Adding Sample Students to the Longitudinal Study Pool Each Program Year	15
3	Cover Sheet	28
4	Demographic and Program Data	29
5	Vocational Education Program Description	31
6	Geographic Mobility	32
7	Education & Training	33
8	Post-training Employment Pattern	35
9	Social and Community Involvement	40
10	Student Rating of Selected Program Factors	42
11	Major Health Problems & Post-training Assessment of Impact	44
12	Student Values about Life and Work	47
13	Student Plans for Education and Work	48
14	Master Log of Student Cases	53
15	Program Site Summary Cover Sheet	55
16	Program Site Sample Student Summary Sheet	56

TABLES

1	Table for Selecting Random Sample Size	19
2	Guidelines for Assigning Student Case Code Numbers	24
3	Guidelines for Determining the Base Number for Questions on the Program Site Sample Student Summary Sheet	58

I. INTRODUCTION

Background of the Project

The Illinois Student Longitudinal Case Study (ISLCS) described in this manual is the result of a three-year research project conducted by CARVELL Education Management Planning, Inc. (CARVELL), Los Altos, California for the Illinois State Board of Education, Department of Adult, Voctional and Technical Education. The original study began in 1978 in which 125 vocational students in eight selected program sites were interviewed while they were enrolled in their vocational programs. The same students were individally followed up for three years. The results of the three-year study were described in a technical report that was submitted to the Department of Adult, Vocational and Technical Education in 1981 and highlighted in a brochure, Breakthrough: A Longitudinal Study of Vocational Education in Illinois.

Purpose of the Illinois Student Longitudinal Case Study (ISLCS)

The primary purpose of the ISLCS is to provide a systematic means for obtaining and analyzing information from vocational education students that will help define the impacts of vocational education on individuals in Illinois. These impacts can include determinable factors beyond job placement or futher advanced training. They specifically include finding out about:

1. The quality of employment students obtain after their vocational program as measured by wage levels, employee benefits, career advancement opportunities and worker satisfaction
2. Student perceptions of their well being as a result of their vocational program

3. Student assessment of various program factors and how they believe their vocational education programs made an overall impact on their lives and their experiences after leaving the program.

- The purpose of the ISLCS is to obtain information over an extended period of time from a sample of selected students TO INDICATE THE IMPACT OF VOCATIONAL EDUCATION on their career paths and personal lives. This information expands and intensifies statistical data collected for state and federal reporting purposes.

Relationship of ISLCS to Other Student Reporting and Follow-up Systems

Local educational agencies (LEAs) must report annually vocational education student enrollment data to the Department of Adult, Vocational and Technical Education. This information is used by the State to compile statistics for the Vocational Education Data System (VEDS). Part of this system is comprised of a student follow-up component to determine the post-training employment and/or educational status of vocational education students. These and other locally developed student follow-up systems usually involve a sizable sample of students and the results are aggregrated for reporting purposes. Most of these follow-up systems make contact with students for only one time period, often within six months to a year after the students leave their programs. The ISLCS is designed to be used with a small representative group of vocational students for several years after they leave their programs.

LEAs collect the initial information (base-year data) from students while

they are still enrolled in their vocational education programs just prior to their completion, or during an exit interview if sample students leave before program completion. After the students have left their vocational program at least four follow-up contacts are made with the same students. These contacts can be made once each year, but they may be made at more frequent intervals. For example the first follow-up contact can be made six months after the student leaves the program.

Although many of the questions asked in the ISLCS are not usually included in VEDS or other locally administered follow-up instruments, there is some overlap with VEDS in order to provide consistency and comparisons between this system and mandatory systems that are compiled on a statewide base. The major data elements (areas of investigation) used in the ISLCS are described in the next section of this manual.

Definitions and Terms Used

The ISLCS is a system that is administered by educators at the local level; thus, it is important that certain definitions and terms have common meaning to ensure uniformity and consistency when student information is summarized at the state level. The significant terms are defined below. Other terms that appear on the data collection instrument (Student Case File Contact Record) are explained in later sections of this manual. Additional definitions appear in Exhibit A.

Longitudinal Study: By design a longitudinal study covers a set of characteristics or data elements over two or more points in time. In this instance, the ISLCS covers a base-data year and at least four follow-up contacts.

Case Study: As commonly used, a case study focuses attention on and describes the actions of an individual person, unit, or event. The

ISLCS follows individual students over several points in time. Thus, the actions or characteristics of each individual student in the sample can be traced over time.

The attributes of longitudinal and case study methods have been combined in the ISLCS. This is why large numbers of students for the sample at any one LEA are not one of the system's characteristics. More attention is given to obtaining an indepth picture of a vocational program's social or nontraditional impact on a few individual students than on broad-based statistical patterns that are sought in some other student follow-up systems.

Social Impact: As used in this system, social impact refers to the involvement of students in school, communnity, social, political and/or church related activities prior to or during their programs compared to these same types of activities after completion of their programs.

Nontraditional Impact: As used in this system, nontraditional impact refers to those outcomes that extend beyond the traditional measures of job placement. These nontraditional impacts can include employment related factors such as the quality and skill level of work done after completion of their vocational programs, as well as general satisfaction with work. Other nontraditional impacts include the values and attitudes that vocational education instills in students which influence their behaviors or decisions after they leave or complete their programs.

Special Needs Students: As used in this system, special needs students fall into three broad categories.

. Disadvantaged Students: Students who have educational or

economic disadvantages that prevent them from succeeding in vocational programs designed for persons without such limitations.

- Limited English Speaking (LES) Students: Students who are members of a national origin who do not understand the English language well enough in an instructional setting to benefit from instruction to the same extent as students whose primary language is English.

- Handicapped Students: Students who have physical or mental conditions that impair their ability to succeed in a vocational program of their choice without special assistance. Examples of such handicaps are: mental retardation, hard of hearing, deafness, speech impairment, visual impairment, emotional disturbance, orthopedic impairment, or other health problems that require special educational assistance or special student services so that the students can succeed in their vocational programs.

These general terms will provide a better understanding of the purpose of the ISLCS and the application of procedures described in the remaining sections of this manual.

Major Components and Characteristics of the ISLCS

The basic concept in the ISLCS is to systematically record information about an individual student's experiences and attitudes before, during, and after completing or leaving a vocational education program. Obviously circumstances for each student will vary during each time period for which data are recorded. It is impossible to anticipate all the events that

will affect any given student, nor is it practical for most educators to engage in excessively complex or time consuming student follow-up activities. The ISLCS combines asking a series of questions on various topics that remain constant over time and allows some latitude for recording unforeseen information in a simple and straight forward manner so that such events can be considered or described. This flexibility is referred to as naturalistic inquiry; that is, some new information is recorded as it is revealed over time in a systematic but open-ended manner. The system will also permit the addition of areas of inquiry during later follow-up contacts as they become known or important in the lives of former vocational students.

Major Data Elements Used in the ISLCS

The research that was done during the development of ISLCS revealed that many areas of interest can be included in a student follow-up system. Some of the longitudinal studies done nationally involved over one hundred questions. However, to simplify the process used to collect and analyze information for the ISLCS, the areas of investigation were reduced to the smallest number and most essential questions. The information to be obtained for the system falls into the following areas:

1. Demographic and biographical information on each sample student
2. Description of the vocational program and support services that are provided to the student as a part of the program
3. Geographic mobility patterns of the student, prior to and after program contact
4. Education and training patterns prior to and after program participation
5. Former employment and occupational patterns of the student
6. Post-training employment pattern
7. Family and household pattern

8. Social and community involvement of the student prior to, during and after completing or leaving the vocational education program
9. Student rating of selected program factors
10. Major health or medical problems affecting education or work patterns
11. Post-training assessment of program impact on the student
12. Student values about life and work
13. Student plans for education and work.

The information obtained for each of these data elements is recorded on a single form called a Student Case File Contact Record. Some of the base-year data will be collected only during the base year, initial interview; some questions will not be asked until the first follow-up contact; and other questions will be asked at the initial interview and again during each subsequent follow-up contact.

The general procedures used to plan and implement the ISLCS are described in Part II of this user manual. Specific directions for completing the information required for the Student Case File Contact Record during the first interview with sample students are contained in Part III.

II. GENERAL PROCEDURES FOR PLANNING AND IMPLEMENTING THE ISLCS

The general procedures for planning and implementing the ISLCS during the first year (Base Year) can be divided into four major phases.

1. Project Planning: Steps to prepare the local program site or LEA for the implementation of the ISLCS
2. Student Sample Selection: Considerations in the selection of a representative student sample
3. Student Interviews: Orienting sample students and conducting first year interviews
4. Summarizing Base Year Data: Organizing and synthesizing information and submitting it to the Department of Adult, Vocational and Technical Education for the base year.

The flow chart shown in Figure 1 indicates the general sequence and relationship of major activities for implementing the ISLCS during the base year. For convenience these activities have been divided into 11 steps. Each step is defined by one of the 11 boxes or the flow chart which is organized and presented under the four phases noted above.

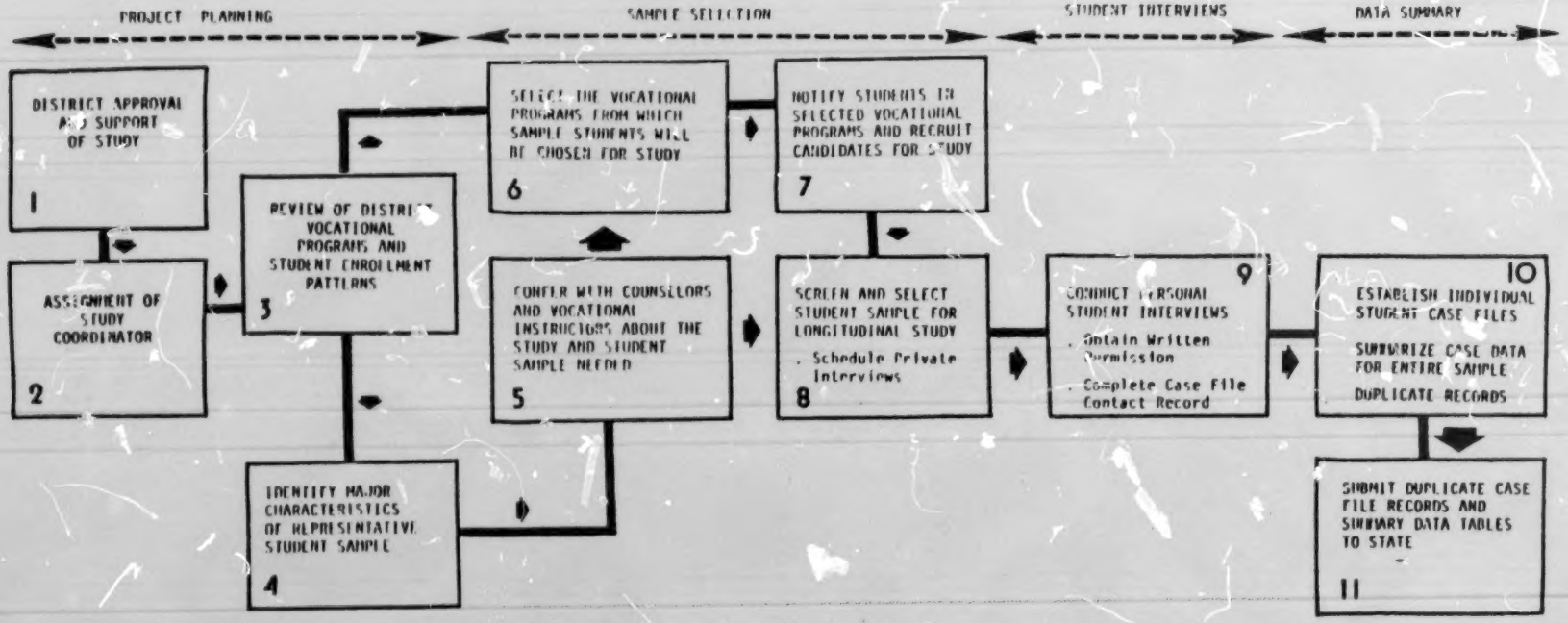
PROJECT PLANNING

Preparing for the ISLCS is a critical phase of the project and can be the key factor in the success or failure of the longitudinal case study. Several factors contribute to this.

- The ISLCS is a multi-year commitment for a program site or LEA
- The ISLCS is not a substitute for other mandated data collection

Figure 1

FLOW CHART OF MAJOR ACTIVITIES AND TASKS FOR PLANNING AND IMPLEMENTING THE FIRST YEAR OF THE ILLINOIS STUDENT LONGITUDINAL CASE STUDY SYSTEM


PROJECT PLANNING
SAMPLE SELECTION
STUDENT INTERVIEWS
DATA SUMMARY
DISTRICT APPROVAL AND SUPPORT OF STUDY
1
ASSIGNMENT OF STUDY COORDINATOR
2
REVIEW OF DISTRICT VOCATIONAL PROGRAMS AND STUDENT ENROLLMENT PATTERNS
3
IDENTIFY MAJOR CHARACTERISTICS OF REPRESENTATIVE STUDENT SAMPLE
4
CONFER WITH COUNSELORS AND VOCATIONAL INSTRUCTORS ABOUT THE STUDY AND STUDENT SAMPLE NEEDED
5
SELECT THE VOCATIONAL PROGRAMS FROM WHICH SAMPLE STUDENTS WILL BE CHOSEN FOR STUDY
6
NOTIFY STUDENTS IN SELECTED VOCATIONAL PROGRAMS AND RECRUIT CANDIDATES FOR STUDY
7
SCREEN AND SELECT STUDENT SAMPLE FOR LONGITUDINAL STUDY
. Schedule Private Interviews
8
CONDUCT PERSONAL STUDENT INTERVIEWS
. Obtain Written Permission
. Complete Case File Contact Record
9
ESTABLISH INDIVIDUAL STUDENT CASE FILES
SUMMARIZE CASE DATA FOR ENTIRE SAMPLE
DUPLICATE RECORDS
10
SUBMIT DUPLICATE CASE FILE RECORDS AND SUMMARY DATA TABLES TO STATE
11

efforts required by the State

- The sample of students selected during the base year will have to be followed up for several subsequent contacts, thus time and effort must be allocated for this endeavor
- Additional sample students can be added to the ISLCS each program year, but this will add to the total number of students to be contacted each year, thus, adding to the work load and allocation of resources needed to conduct the study.

These factors combine to make it essential that the commitment of the LEA and sample students who are used in the study is secured early in the project. Furthermore, this commitment must be sustained over the years that follow-up contacts are made with the student sample. Four major activities are involved with project planning.

1. District (LEA) Approval and Support for the ISLCS

The board of trustees and administration of the program site or LEA must approve of and support the concept of the ISLCS to ensure that adequate resources will be allocated to carry out the project. As a minimum step this means informing the appropriate LEA administration about the ISLCS and explaining the value of the system to program planning. In some cases, formal board approval may be a necessary step in the process.

- LEA board approval and/or administrative support should be obtained as the first step in the implementation of the ISLCS.

2. Assignment of a Study Coordinator

A qualified staff member of the LEA should be assigned responsibility for the ISLCS. This person should 1) be familiar with the vocational education

programs offered in the LEA or program site, 2) be interested in and capable of working and communicating directly with students, 3) be able to work cooperatively with necessary counselors and vocational instructors, 4) possess basic skills to record and summarize survey results, and 5) be capable of preparing short narrative written reports on study results for submission to the Department of Adult, Vocational and Technical Education and local interested parties.

Conducting the ISLCS is not a massive undertaking nor does it require extensive research background or expertise. But it does take the time and commitment of someone to see that the study tasks are conducted in a timely and efficient manner.

- The person assigned responsibility for the ISLCS should be familiar with the vocational programs of the LEA or program site.

The relationship between obtaining the commitment of the LEA and the assignment of a study coordinator is a close one. An interested staff member may attempt to obtain LEA commitment for the project at the same time he or she seeks to be assigned as the coordinator of the study. The important point in the planning process is that the ISLCS will require a qualified person to carry out the major study activities. Without such a person the study can lapse into an endeavor that will not benefit either the LEA or the vocational students it serves.

3. Review of District (LEA) Vocational Programs and Student Enrollments

The number and type of vocational programs offered by the LEA or program site must be identified. In large districts this task may be more complicated than in smaller ones in which few vocational programs are available. However, in either case the vocational programs used in this

study should be ones that are approved by the Department of Adult, Vocational and Technical Education. Exhibit A contains a list of approved vocational programs and some useful definitions.

At the same time that the number and type of vocational programs are being reviewed, student enrollment patterns in such programs should be assembled and analyzed. This process should include consideration of the following factors.

- The current number of students enrolled in each vocational program
- The trend of student enrollments in vocational programs
- The demographic characteristics of the students enrolled in vocational education programs
- The proportion of special needs students enrolled in each vocational education program.

These factors provide the broad base for determining the size and general characteristics of the student sample that will be most useful for obtaining information in the ISLCS.

4. Identification of the Characteristics of a Representative Sample

As noted earlier, the first step in selecting a sample student group is to identify the vocational education program(s) from which the LEA wants to obtain student information. The sample size used is dependent upon the amount of staff time and level of resources allocated to the study. It is not necessary to use a random sample technique in the ISLCS; but if one is used, it is important to identify clearly the universe from which the sample is selected. Not using a random sample technique does not preclude making a reasonable effort to select a student sample that will provide accurate or useful data for the LES; thus, reviewing the types of available

vocational programs and the enrollment patterns in programs during the planning phase is important in determining a representative student sample for the study.

To represent the demographic patterns of students enrolled in selected vocational education programs in an LEA, representative proportions of various student populations should be included in the sample. For example, if the total enrollent in vocational programs is 30 percent Black, then about 30 percent (3 of 10) of the student sample should be Black. If about half the enrollments are female, about half the sample should be female.

Other factors to consider in determining a representative student sample are special needs populations served by vocational education programs in the LEA. These include:

- Economically or educationally disadvantaged students enrolled in vocational programs that are to be included in the ISLCS
- Handicapped students enrolled in vocational programs
- Limited English Speaking (LES) students who may pose special problems in making follow-up contacts once they leave or complete their vocational programs
- Nontraditional vocational program majors who face special job placement problems or barriers to nontraditional occupational entry
- Mentally Gifted Minor (MGM) students who enroll in vocational education programs.

When estimating the characteristics of a representative student sample, a guiding concept should be to reflect the ethnic groups, age ranges, sex patterns, and special needs of the students enrolled in the vocational education programs.

SAMPLE SELECTION

At the state level the ISLCS is not dependent upon the use of large numbers of students from any single LEA or program site; however, as previously stated, efforts should be made to ensure that the student sample is representative of the type of students from whom information is being sought. During the pilot test of the ISLCS an LEA can use a minimum sample of ten students. If desired, an LEA can add students after the initial year of the study to augment the base year sample. Figure 2 shows the cumulative effect of adding new students to the pool of student cases each year. It should be noted that the addition of sample students each year increases the time and effort necessary to carry out the study.

Even though statistical procedures can be used to select a student sample, the process is more dependent upon human factors than upon mathematics. This is why the selection process should involve consultation with appropriate counselors and vocational instructors. Statistical sampling guidelines are discussed later in this chapter.

5. Consultation With Counselors and Vocational Instructors

Knowledgeable and interested counselors and vocational instructors should be informed about the study early in the planning process so that their ideas can be incorporated in the identification and selection of appropriate vocational programs and sample students for the study. The assistance of counselors and vocational instructors early in the study can help facilitate scheduling of initial student interviews and the follow-up contacts. Thus, the involvement of counselors and vocational instructors can reduce the threat that the ISLCS can impose on persons who do not understand the value or purpose of longitudinal case studies.

Figure 2

CUMULATIVE EFFECT OF ADDING SAMPLE STUDENTS
TO THE LONGITUDINAL STUDY POOL EACH PROGRAM YEAR

Program Year	Student Sample Selected for Year			Total Student Contacts Annually
1982-83	5			5
1983-84		5		10
1984-85			5	15
Number of Students Selected Each Year	5	5	5	
Total Number of Students in Longitudinal Sample Case Pool	5	10	15	

NOTES:

6. Selection of Vocational Programs for the ISLCS

When there are several vocational programs to choose from in the selection of a student sample, the following factors should be considered.

- Size of vocational programs. Programs with the largest student enrollments might be given priority.
- Availability of follow-up data. Preference might be given to programs in which little or no information is available.
- Vocational programs of special interest. New programs or programs aimed at new and emerging occupations might be given special consideration.
- Programs with strong performance records or high placement rates. Such programs might be included because they offer an opportunity to decribe the impact of vocational education on the lives of former students.

These and other special considerations by the LEA should be used in the final selection of vocational programs for the ISLCS. Obviously, the suggestions of appropriate administrators, counselors and instructors need to be used. Additional ideas might be obtained from advisory committees in the LEA.

- One of the first steps in the selection of a student sample is the choice of vocational programs that will be used in the ISLCS.

The choice of vocational programs for the ISLCS is dependent upon many factors. When the sample size is small as it is in the ISLCS, it is

important to be able to explain the selection of vocational programs so that the results of the study will have credibility with the persons who are interested in the outcome.

7. Notification of Students in Selected Vocational Programs

Some of the strategies that can be used to recruit students in the selected vocational education programs for the study are noted below.

- Use vocational instructors in designated programs to announce the start of the ISLCS and have a sign-up sheet for interested students
- Post a sign-up sheet for the study in designated vocational programs and/or counseling center
- Conduct a short group meeting of interested students from designated vocational programs to explain the study and obtain student volunteers.

These strategies to inform students and obtain a representative sample can be used after the choice of vocational programs from which to obtain information has been made. This can only be done when the purpose of the ISLCS is understood and agreed on by an LEA. In any event, the idea of informing students about the ISLCS so that they can be screened at a later time for the final selection of the study sample is a useful step to gain support for the project. Final selection of the student sample must be made after the pool of students from which the selection can be made is established and compared with the characteristics of the representative sample that was defined from a review of vocational programs and student enrollment patterns.

8. Screening and Selection of the Student Sample

As noted earlier, the purpose of the ISLCS does not make it essential that a random sample of students be used; however, there is nothing to prevent the use of a random sample when the LEA has the expertise and resources necessary to do so. Table 1 presents information on the size of a random sample required for varying levels of confidence for the sample to reflect accurately the characteristics of the total population or universe. For example, if 1,000 students are enrolled in vocational programs in an LEA and a 5 percent confidence level is desired, the random sample size would have to be 278 students. This is a larger student sample than many LEAs are prepared to handle.

Furthermore, random sample techniques may not be practical when each student who participates in the ISLCS must do so voluntarily.

Final screening and selection of the student sample should consider the following factors.

- Students should be near completion of their vocational programs. If a student leaves before program completion, an exit interview can be given. This means, at the secondary level, twelfth graders should be given preference unless a potential sample student has declared that she or he is leaving school prior to program completion or graduation.
- Students should be enrolled in a vocational program approved by the Department of Adult, Vocational and Technical Education.
- Students should either be enrolled in vocational programs or be receiving student support services for vocational education at the time of selection.

Table 1

TABLE FOR SELECTING RANDOM SAMPLE SIZE

If the size of the total population is:	If you wish to insure that your sample size represents the total population within:									The size of the sample you should use is:
	±1%	±2%	±3%	±4%	±5%	±6%	±7%	±8%	±9%	±10%
100	99	97	92	86	80	73	67	61	55	49
150	148	142	132	121	108	97	85	76	67	59
200	196	185	169	151	132	115	99	86	75	65
250	244	227	203	177	152	130	110	94	81	70
300	291	267	235	201	169	142	119	101	85	73
350	338	306	264	222	184	152	126	106	89	76
400	385	343	291	241	196	161	132	110	92	78
450	430	379	317	258	208	168	137	113	94	80
500	476	414	341	273	218	174	141	116	96	81
600	565	481	385	301	235	185	148	121	100	83
700	653	542	423	324	249	194	154	124	102	85
800	739	601	458	343	260	201	158	127	104	86
900	823	655	489	361	270	206	161	129	105	87
1000	906	706	517	376	278	211	164	131	106	88
1200	1067	801	565	401	292	219	169	134	108	89
1400	1222	885	606	421	302	225	172	136	110	90
1600	1372	961	641	437	310	229	175	138	111	91
1800	1516	1029	670	451	317	233	177	139	112	92
2000	1656	1092	696	462	323	236	179	140	112	92
2500	1984	1225	748	485	333	242	182	142	114	93
3000	2286	1334	788	501	341	245	184	143	115	94
3500	2566	1425	818	513	347	248	186	144	115	94
4000	2824	1501	843	522	351	251	187	145	116	94
4500	3065	1566	863	530	354	252	188	146	116	95
5000	3289	1623	880	536	357	254	189	146	116	95
6000	3693	1715	906	546	362	256	190	147	117	95
7000	4049	1788	926	553	365	257	191	147	117	95
8000	4365	1847	942	559	367	259	192	148	117	95
9000	4647	1896	954	563	369	260	192	148	118	96
10000	4900	1937	965	567	370	260	193	148	112	96
15000	5856	2070	997	578	375	263	194	149	118	96
20000	6489	2144	1014	583	377	264	195	149	118	96
25000	6939	2191	1024	587	379	264	195	150	119	96
Infinitely large	9604	2401	1067	600	384	267	196	150	119	96

Example: If you have a population of 1,000 vocational students and you want to select a sample that will be representative of the total population within 5 percent, you need a sample of 278 randomly selected students.

Source: Table adapted from, Operations Manual for Student Accountablilty Model, Chancellor's Office, California Community Colleges. July 1981, Pg. 79.

- Students should be representative of the range and characteristics of all students enrolled in the vocational programs designated for inclusion in the study.

Once the student sample has been tenatively identified, a meeting of the potential study candidates can be held to schedule individual interviews. If a group meeting is not practical, individual students can be notified of the time and location of such interviews.

Final selection of students can be determined by the LEA based on the expressed sincerity and willingness of students to participate in the study and their ability to meet the selection criteria established for the study so that a representative sample can be obtained.

- It is important to note that regardless of the method used to select the student sample, each student must participate voluntarily in the ISLCS. Furthermore, students need to understand that their participation in the study will extend several years after they leave or complete their vocational programs.

INITIAL (BASE YEAR) STUDENT INTERVIEWS

The individual personal interviews with sample students should be conducted at a time and place that will permit privacy and an informal but business-like environment. The student should be given the opportunity to ask questions as well as answer them.

The objectives of the interviews during the base years are as follows:

- To inform sample students about the nature and purpose of the longitudinal study and their participation in it
- To obtain the written permission of each student for his or her participation in the study--if necessary to inform parents about the student's participation in the study
- To obtain the necessary base year information from each student to complete the Student Case File Contact Record
- To assign an appropriate student case code number to each sample student.

9. Personal Interviews With Students

Student interviews can take from 30 to 60 minutes (or longer) depending on the pace and manner in which the interview is conducted. Long interviews do not necessarily mean that more or better information will be obtained. However, students who participate in the study should not feel rushed during the initial interview. The following section discusses the major expected outcomes or objectives of the base year interview that were listed above.

Informing Students About the Nature of the Study

By the time of the first interview most sample students will know about the nature and purpose of the ISLCS. The initial interview will give all students an opportunity to ask specific questions about the study. Some of the things that should be explained to each student during the initial interview are noted below.

- The longitudinal case study is sponsored by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, and the local district; and that

the program site or LEA in which each is enrolled is but one of several sites participating throughout the State.

- The purpose of the ISLCS is to obtain information about the impact of vocational education on individuals who take such programs in Illinois
- The ISLCS deals with a small group of students rather than a large statistical sample
- Students who participate in the study do so on a voluntary basis and can withdraw at any time
- Information obtained from each student is confidential and names will not be used in any report that may be published as a result of the study.

Obtaining Written Permission

After each student understands the nature of the ISLCS and agrees to participate, he or she should be given a formal written permission slip to sign. If the LEA does not have a formal permission form that it uses, a sample copy is provided in Exhibit B. This sample form may be duplicated and adapted as necessary by a program site or LEA.

Three copies of the permission slip should be signed by each student and by the person conducting the interview. One copy is given to the student. One copy is retained in the LEA case study file that will be established for each sample student. One copy is forwarded to the Department of Adult, Vocational and Technical Education when copies of the case files are submitted at the close of the school year.

- The signed permission slip is not a legal document, but it does ensure that the basic conditions of the student's participation in ISLCS are stated in writing so they can be

communicated to parents or other interested parties. If the student is younger than 18, it may be wise to inform parents or guardians about the student's participation in the study.

Completing the Student Case File Contact Record

Complete instructions for completing the Student Case File Contact Record are contained in Part III of this user manual.

Assignment of Student Case Code Numbers

Each sample student is assigned a nine digit case code number at the end of the first interview. This code number identifies six program and student characteristics that can be used for analyzing follow-up information during the course of the study. NO TWO STUDENTS SHOULD BE ASSIGNED THE SAME CODE NUMBER. The student case code number helps to retain the anonymity of individual students which was promised as a condition of participation in the study.

Table 2 contains directions for assigning student case code numbers to each sample student.

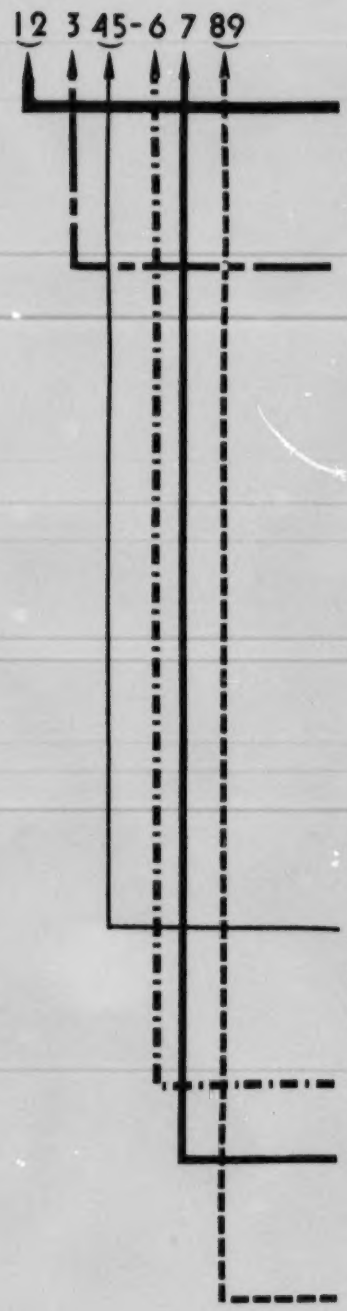
- Each sample student has a unique case code number that no other student in the LEA or in the State will have.

- DATA SUMMARY

After each student has been interviewed personnally, the interviewer should review the Student Case File Contact Record to ensure that all appropriate items have been answered completely and accurately. Although notes and

Table 2

GUIDELINES FOR ASSIGNING STUDENT CASE CODE NUMBERS



(Nine Digit Code Number)

PROGRAM SITE IDENTITY NUMBER (First two digits)

This two digit code identifies each program site participating in the ISLCS. This number will be assigned by the Department of Adult, Vocational and Technical Education.

STUDENT CATEGORY CODE NUMBER (Third digit)

This one digit code identifies certain program and student characteristics. The number assigned to a sample student should follow these guides:

1 Adults who received public aid before or during their vocational education program

2 Youths and adults enrolled in CETA programs

3 Adults or juveniles enrolled in vocational programs offered by correctional facilities

4 Students enrolled in Work Experience Career Exploration Programs (WECEP)

5 Students enrolled in regular high school vocational education programs including those offered by area vocational centers

6 Regular adults (not falling into any previous category) enrolled in authorized vocational programs not in community college

7 Youths and adults in apprenticeship programs

8 Community College students not classified in any previous category

9 Other vocational education students not in previous categories

INDIVIDUAL STUDENT IDENTITY NUMBER (Fourth & fifth digits)

This two digit code is assigned by the program site to each sample student. Begin with 01 and assign a number in ascending sequence to 99. Do not skip numbers.

SEX OF SAMPLE STUDENT (Sixth digit)

1 Males 2 Females

ETHNIC GROUP OF STUDENT (Seventh digit)

1 White (non-Hispanic)
2 Hispanic
3 Black
4 Filipino
5 Asian/Pacific
6 American Indian
7 Other

VOCATIONAL EDUCATION PROGRAM CODE (Eight & ninth digits)

This two digit code uses the first two numbers of the USOE program code number for the vocational program in which the student is enrolled

comments may have been taken in longhand on the form itself or on separate sheets, they should be typed in the appropriate spaces on the form.

10. Establish Individual Student Case Files

When the Student Case File Contact Record for each student is complete, it should be placed in a manila folder along with the copies of the signed student permission slip. This folder will be used to store all correspondence and materials pertaining to the individual sample student for the duration of the study. Make two folders for each student.

Attach a typed identification label to the tab of each folder following the example shown below. Start with student's case code number and type the complete name of the sample student.

10501 1117 JOE G. JONES

During the base year one of the manila folders will be used to store all forms and materials on each student at the LEA. The second folder will be the one that is submitted to the Department of Adult, Vocational and Technical Education at the end of the school year.

Duplicate the completed Student Case File Contact Record for each sample student so that it can be submitted to the Department of Adult, Vocational and Technical Education at the end of the school year (or at a time designated by the Department of Adult, Vocational and Technical Education). Place this duplicated form and a signed permission slip in the second manila folder for submission to the State.

Instructions for summarizing the case information from all sample students at an LEA or program site are contained in Part IV of this user manual.

11. Submit Duplicate Case File Contact Records and Summary Sheets

At the end of the school year or other designated date, all duplicated Student Case File Contact Records should be submitted to the Department of Adult, Vocational and Technical Education. Clean duplicated copies should be submitted each year for sample students from whom information is available. The LEA or program site retains the originals. The submission of duplicate copies of the Student Case File Contact Records is intended to reduce the amount of writing done by local ISLCS coordinators or interviewers and to help ensure that local files and those retained in the Department of Adult, Vocational and Technical Education are identical.

After student information for each contact year has been summarized on the forms that have been provided in accordance with the instructions given in Part IV, duplicate the summary sheets. SUBMIT THE DUPLICATE COPY OF THE SUMMARY SHEETS TO THE STATE AT THE END OF THE SCHOOL YEAR. The original copy for each year is maintained by the LEA.

III. STUDENT INTERVIEWS AND COMPLETION OF THE STUDENT CASE FILE CONTACT RECORD

The Student Case File Contact Record is the form used to record information obtained from each sample student during the base year and subsequent follow-up contacts. During the base year information is obtained from sample students during personal interviews. The first follow-up contact is made six to twelve months after the students leave their vocational programs and further contacts are made at twelve month intervals.

The Student Case File Contact Record has a cover sheet and 52 questions related to 13 different areas of inquiry called data elements. The form is designed to record information from each student by checking YES responses. If the response to a question is NO, the item is left blank. Thus even questions that appear to be multiple choice are in reality Yes-No questions because the answer to every choice in the question is either Yes or No as it relates to the student being interviewed.

In addition to questions designed to be answered Yes or No, the form provides space to make essential notes and comments on each area of inquiry. The interviewer may wish to take notes during the interview on a separate sheet and transfer such notes to the form at a later time. Final notes or comments should be dated and typed neatly on the form to conserve space, to ensure that they are readable, and to make them a part of the permanent case file record. This form will be used during the course of the study to record responses from each sample student and will be duplicated each contact year for submission to the Department of Adult, Vocational and Technical Education, Research Development Section.

- ONLY POSITIVE (YES) ANSWERS ARE CHECKED ON THE FORM. NEGATIVE (NO) RESPONSES ARE LEFT BLANK.

Figure 3 COVER SHEET

COVER SHEET: STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ - _ _ _ _

	Student Case	Alternative Contact
BASE YEAR	Name: Mailing Address: City State Zip Code Telephone: Area Code	Name: Mailing Address: City State Zip Code Telephone: Area Code Relationship to Student:
FOLLOW-UP CONTACT	Name: Mailing Address: City State Zip Code Telephone: Area Code	Name: Mailing Address: City State Zip Code Telephone: Area Code Relationship to Student:
FOLLOW-UP CONTACT	Mailing Address: City State zip Code Telephone: Area Code	Mailing Address: City State Zip Code Telephone: Area Code

PURPOSE: To record the complete name, address, and telephone number of each student case and those of an identified alternate contact person so that continued follow-up contacts can be made after the student has left the vocational program.

GENERAL DIRECTIONS:

1. Record the full name of the student case (last name, first, middle initial) along with other designated information for the Base Year. Record the same information for an alternate contact person designated by the student case. The alternate person may be a parent, grandparent, guardian, other relative or close friend who would be likely to know how to forward mail or contact the student case in the event that he or she moves from the location given for the base year.
2. Assign the Student Case Code number <u>after</u> completing the next page of the form.

NOTE: THIS FORM WILL BE USED TO RECORD DATA FOR THE STUDENT CASE FOR THE BASE YEAR AND EACH OF THE FOLLOW-UP CONTACTS FOR UP TO FOUR YEARS.

Figure 4 DEMOGRAPHIC AND PROGRAM DATA •

1 of 14

STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ _ _ _ _

Name of Program Site: _____ (1) Site Identity Number: _ _

Student Classification: (2) ○1. Public Aid ○2. CETA ○3. Correctional ○4. WECEP ○5. High School ○6. Adult Educ. ○7. Apprentice ○8. Community College ○9. Other: _____

Student Name: _____ (3) Student Identity No. _ _ _
(Last) (First) (Middle)

Student's Birth Date: _____ Age Group: ○Under 20 ○20-29 ○30-44 ○Over 44
(Month) (Day) (Year)

Student Sex: (4) ○1. Male ○2. Female Special Needs: ○Disadvantaged ○Handicapped ○Limited Eng.

Ethnic Group: (5) ○1. White (non-Hispanic) ○2. Hispanic ○3. Black ○4. Filipino ○5. Asian/Pacific Is. ○6. American Indian ○7. Other: _____

Title of Vocational Program Taken by Student: _____ (6) USOE Code: _ _ _ _ _ _

Date Student Started: _____ Date Student Left: _____ ○Student Completed Sequenced Program
(Month-Day-Year) (Month-Day-Year)

Duration of Vocational Program: _____ Number of Courses in Program: _____
(Total Credit/Training Hours)

Directions: This STUDENT CASE FILE CONTACT RECORD will be used to record student information for the Base Year (the first contact while the student is enrolled in his/her vocational program) and up to four follow-up contacts afterward. The demographic and program data for each student are used to assign a nine digit Student Case Code number which will be used to keep track of individual student cases and will be used to analyze student responses over time. Six items of information are used to make up the Student Case Code. These are shown in () on the form: (1) Program Site Identity number, (2) Student Classification, (3) Individual Student Identity number, (4) Student Sex, (5) Student Ethnic Group, and (6) the first two digits of the USOE vocational program code number in which the student is enrolled at the time of the first contact. (Guidelines for assigning Student Case Code numbers appear on Table 2 of the user's manual for the Illinois Student Longitudinal Case Study system.)

PURPOSE: To record pertinent demographic information and vocational program title so that a Student Case Code number can be assigned to each sample student.

GENERAL DIRECTIONS:

1. Record name of program site/school/community college or institution. A two digit identifying code will be assigned to each program site by the Department of Adult, Vocational and Technical Education. Record this code in the space after the name of the program site and transfer this two digit code to the first two spaces in the Student Case Code.
2. Check the classification that best describes the sample student. Only one student classification can be assigned, therefore, select the one that is most important or descriptive of the student. Transfer the number of the characteristic that is checked to the third space in the Student Case Code.
3. Record the sample student's name in the space provided. Assign a student identity number beginning with 01. Proceed with 02, 03, 04 etc. until 10 then proceed until 99. (It is not anticipated that more than 99 students will be used at any one program site.) Transfer the two digit student identification number to the fourth and fifth spaces in the Student Case Code.

DEMOGRAPHIC AND PROGRAM DATA Continued

4. Record the actual birth date of the student, then check the appropriate age group for the student.
5. Check the sex of the student. Transfer the number of the proper sex to the sixth space in the Student Case Code. (1 for males - 2 for females)
6. Check the appropriate Special Needs category for a student only when one of the special needs has been verified by school or program records or appropriate authorization.
7. Check the appropriate ethnic group for the student. Transfer the number of the proper ethnic group to the seventh space in the Student Case Code. (1 for White non-Hispanic , 2 for Hispanic, etc.)
8. Record the proper title for the vocational program the student taken during the Base Year. Assign the correct USOE Code (six digit) for the program. Transfer the first two digits of the USOE Code to the last two spaces in the Student Case Code.
9. Complete the descriptive information about the date the student started and left the sequenced vocational program. Check the circle if the student completed the sequenced program.
10. Record the duration of the entire vocational program the student took. This includes calculation of the number of training hours devoted to instruction in the program and indicating the number of courses that are a integral part of the authorized vocational education program.

User Notes:

Figure 5 VOCATIONAL EDUCATION PROGRAM DESCRIPTION •

STUDENT CASE FILE CONTACT RECORD Student Case Code: __ __ __ __ __ - __ __ __ __

VOCATIONAL EDUCATION PROGRAM DESCRIPTION:

1. Title of Program: _____ USOE Code: _____

2. List Titles of Courses that make up the Program that the student is taking. If the program is a single vocational course, check here: O

2.1 _____ O

2.2 _____ O

2.3 _____ O

2.4 _____ O

2.5 _____ O

If more than five courses make up the student's vocational program, list the five most advanced or essential courses.

Check the courses completed by the student. Use the circles that are provided for each course.

3. List at least four job titles for which the student will be prepared upon satisfactory program completion.

3.1 _____ O

3.2 _____ O

3.3 _____ O

3.4 _____ O

Check the job titles/occupations that are readily available to students who complete their vocational program in your local labor market.

4. Check each of the following student services or that the student received as a regular part of the student's vocational program at the school or institution.

- O Personal counseling
- O Vocational/career counseling
- O Academic/educational counseling
- O Interest testing
- O Aptitude testing
- O Work/job exploration
- O Job placement assistance
- O Cooperative work experience
- O Paid work experience
- O Non-paid work/study
- O Basic/remedial education
- O Tutorial services
- O Competency based instruction
- O Other: _____
- O Individualized instruction
- O Computer assisted instruct.
- O Financial aid
- O CETA program
- O Transportation/allowance
- O Child care
- O Other: _____

PURPOSE: To record descriptive information about the vocational program and student support services provided to the sample student during her or his participation in the program.

GENERAL DIRECTIONS:

1. Record the vocational program title and USOE Code number. (This was given on page 1 of the Student Case File Contact Record.)
2. List up to five of the courses (titles) that may be a sequenced part of the vocational program. If more than five courses are part of the program, list the five highest level or most essential courses.
3. Identify up to four occupations (job titles) that the student upon satisfactory completion of the program would be prepared to enter or advance to as a result of the training provided.
4. Check the student services received by the sample student as a regular part of his or her participation in the vocational education program. DO NOT INCLUDE services provided by agencies outside the vocational education site (i.e., state agencies, church related organizations, or other publice and private agencies).

NOTE: PROGRAM INFORMATION SHOULD BE OBTAINED FROM PROGRAM SITE RECORDS. Do not expect the student to know the formal course structure of the vocational program. STUDENT SERVICES RECEIVED BY THE STUDENT SHOULD BE OBTAINED FROM THE STUDENT; however, they should be verified by contacts with appropriate program staff or student records.

Figure 6 GEOGRAPHIC MOBILITY

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
GEOGRAPHIC MOBILITY:						
1. Born in Illinois	○					
2. Resident of same area for 4 years	○					
3. Resident of same area after training		○	○	○	○	
4. Moved within the state to:						
4.1 City/Urban Area		○	○	○	○	
4.2 Suburban Area		○	○	○	○	
4.3 Rural Area		○	○	○	○	
5. Moved out of state to:						
5.1 City/Urban Area		○	○	○	○	
5.2 Suburban Area		○	○	○	○	
5.3 Rural Area		○	○	○	○	
6. Reasons for Making move:						
6.1 To take a job/seek work		○	○	○	○	
6.2 Lost old job/could not find job		○	○	○	○	
6.3 Personal/family reasons		○	○	○	○	
6.4 To take training/attend school		○	○	○	○	
6.5 Health/medical reasons		○	○	○	○	
6.6 Other (specify in notes):		○	○	○	○	

PURPOSE: To identify the extent to which citizens of the State have enrolled in vocational education programs and determine the degree to which students use the training they receive in local labor markets near to program sites.

GENERAL DIRECTIONS:

1. Check circle if the student was born in Illinois. If not, leave blank.
2. If the student lived within 20 miles (or attendance area) of the program site for four years prior to entering the vocational program, check the circle.
3. During each follow-up contact, determine whether the student lives within 20 miles of the program site (or attendance area). If yes, check the circle for the appropriate contact period.
4. If the student moved outside of 20 miles or the program site attendance area during any follow-up contact period, check the appropriate response if the move was within the State. If the move was outside the State, leave all responses blank and go to question 5.
5. If the student moved outside the State, check the appropriate response.
6. If the student moved within or outside the State during any follow-up contact period, check only one reason deemed most important by the student.

Figure 7 EDUCATION & TRAINING •

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
EDUCATION & TRAINING:						
7. Received prior vocational education or formal occupational training	○					7. Specify type of training and training institution:
8. Prior to present vocational program, high school or G.E.D. was completed	○					
9. Sequenced vocational program completed	○	○				9. Date of completion:
10. After sequenced vocational program, further training or schooling taken If YES, specify the following:						10. Specify type of training/schooling:
10.1 Full-time		○	○	○	○	
10.2 Part-time		○	○	○	○	
10.3 Related to sequenced program		○	○	○	○	
10.4 Related to job that is held		○	○	○	○	
FORMER EMPLOYMENT/OCCUPATIONAL PATTERN:						
11. Held paid job prior to program entry	○					11. Specify name or type of most significant job.
12. Skill level of most signficant job was low skilled	○					
13. Highest wage in prior job was at or below federal minimum wage level	○					13. Specify highest hourly wage. $_____ per hr.

PURPOSE: To identify the prior and post-program education and training pattern of sample students.

GENERAL DIRECTIONS:

7. If a student has completed satisfactorily an approved vocational education or job training program prior to enrolling in his or her current program, check the circle. Do not include any industrial arts or crafts classes nor any shop courses offered below the ninth grade level. DO INCLUDE any vocational training offered in the military service, CETA, trade school, or public employment training program. If none was taken, leave blank.

8. If student completed high school or received a G.E.D. prior to enrolling in the program, check circle. If not, leave blamk.

9. If student completed the vocational program during the Base Year, check circle. If not,leave blank and determine whether the program was completed during the first contact period.

10. After the student has left the vocational program determine whether he or she has entered further schooling or training. If yes, check whether such schooling or training was full-time or part-time. (Items 10.1 and 10.2)

    If student has taken further schooling or training, indicate whether it is related to the vocational program taken during the Base Year. (Item 10.3)

    If student has taken further schooling or training, indicate whether it is related to a job held during the contact period. (Item 10.4)

NOTE: Remember, check a circle for the item when the answer to the question is YES. If the answer is NO, leave the circle blank for the appropriate contact period.

FORMER EMPLOYMENT/OCCUPATIONAL PATTERN • (See Figure 7)

PURPOSE: To identify former work and employment experience of students and to determine levels of skills used and hourly wages earned.

GENERAL DIRECTIONS:

11. If a student has held a paid job for at least 30 days prior to entry into the vocational program, check the circle in the Base Year column. (Ongoing baby sitting for a family would count, as would a gardening job if it was performed on a regular schedule over a period of time.)

12. Determine the skill level required on any prior job(s) held by the student. If more than one job were held, determine the skill level of the job deemed most important to the student. Low skill is defined as any job requiring no prior training or education beyond minimum reading, math, or communications skills below the sixth grade level.

13. Determine the hourly wage level of the most important job indicated in number 11 above held by the student. Identify the year in which the student held the designated job and determine whether the hourly wage was equal to or below the minimum federal hourly wage.

    Record the highest hourly wage earned for the most important job held prior to entry into the vocational program in your notes.

NOTE: THE FEDERAL MINIMUM HOURLY WAGE FOR EACH YEAR SINCE 1975 IS AS FOLLOWS.

1975:	$2.10 per hour
1976:	$2.30 per hour
1977:	$2.30 per hour
1978:	$2.65 per hour
1979:	$2.90 per hour
1980:	$3.10 per hour
1981:	$3.35 per hour

User Notes:

Figure 8 POST-TRAINING EMPLOYMENT PATTERN ●

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

POST-TRAINING EMPLOYMENT PATTERN:	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
14. After program, student found a job related to training & is now working:						14. Specify Job Title:
14.1 Full-time		○	○	○	○	
14.2 Part-time		○	○	○	○	
15. After program student found a job unrelated to training & is now working:						15. Specify Job Title:
15.1 Full-time		○	○	○	○	
15.2 Part-time		○	○	○	○	
16. After program, student found steady work (full or part-time)		○	○	○	○	
17. Length of unemployment since contact:						
17.1 Less than one month		○	○	○	○	
17.2 Two to six months		○	○	○	○	
17.3 Over six months		○	○	○	○	
18. Student not employed at time of contact, but worked sometime since last follow-up contact:						18. Specify Job Title of job(s) held:
18.1 Full-time Related		○	○	○	○	
18.2 Part-time Related		○	○	○	○	
18.3 Full-time Unrelated		○	○	○	○	
18.4 Part-time Unrelated		○	○	○	○	

PURPOSE: To record the post-training employment pattern of vocational students in relation to the type of work done, job characteristics, wage levels, and satisfaction gained from employment.

GENERAL DIRECTIONS:

NOTE: THE ITEMS OF INQUIRY RELATED TO THIS DATA ELEMENT ARE NOT OBTAINED DURING THE BASE YEAR (First contact year). Directions given for these items apply to follow-up contacts made after the student has left the designated vocational program.

14. If the student is holding a job related to the vocational program he or she took during the Base Year, check the circle indicating whether such employment is full-time (Item 14.1) or part-time (Item 14.2). Indicate Job Title in notes.

    Full-time employment is defined as 35 hours or more per week.

15. If the student is holding a job not related to the vocational program he or she took during the Base Year, check the circle indicating whether such employment is full-time (Item 15.1) or part-time (Item 15.2). Specify Job Title in notes.

POST-TRAINING EMPLOYMENT PATTERN Continued (See Figure 8)

16. If the student has been employed steadily during the period between follow-up contacts, check the circle for the appropriate contact period. The student may change jobs or occupations during the contact period, but if no signficant loss of time from work was encountered they can be considered steadily employed. If the student was unemployed for more than four weeks during the contact period, leave the item blank.

17. If the student was unemployed (but looking for work) any time during the contact period, check the appropriate length of unemployment.

18. If the student is unemployed at the time of follow-up contact but has worked sometime after leaving the program, indicate whether the most important job was related to the vocational program taken during the Base Year. Check full-time (Item 18.1) or part-time (Item 18.2) for the most important related job that was held during the contact period.

    If the job held was not related to the vocational program, check the appropriate answer in Item 18.3 or 18.4.

User Notes:

Figure 8 Continued POST-TRAINING EMPLOYMENT PATTERN

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

POST-TRAINING EMPLOYMENT PATTERN Continued	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
19. After leaving the program (since last contact) student has:						
19.1 Worked in same occupation		○	○	○	○	
19.2 Changed occupations		○	○	○	○	
19.3 Worked for same employer		○	○	○	○	
19.4 Changed employers		○	○	○	○	
19.5 Been fired from a job		○	○	○	○	
19.6 Been laid off of work		○	○	○	○	
19.7 Quit a job		○	○	○	○	
19.8 Received on-the-job training		○	○	○	○	19.8 Specify type & duration:
19.9 Received union/company sponsored (paid for) training		○	○	○	○	19.9 Specify type & duration:
19.0 Other (specify in notes):		○	○	○	○	
20. Post-training wage level is higher than highest pre-training wage		○	○	○	○	20. Specify current hourly wage or highest recent wage during period since last contact: Contact 1: $ Contact 2: $ Contact 3: $ Contact 4: $
21. Indicate student general satisfaction with current or most recent job:						
21.1 Very Satisfied		○	○	○	○	
21.2 Satisfied		○	○	○	○	
21.3 Not Satisfied		○	○	○	○	
21.4 No Opinion		○	○	○	○	

19. For each contact period check the circle indicating a condition of employment that the student has experienced. This is to be repeated for each contact period.

20. Determine the current hourly wage earned by the student at the time of follow-up contact. Compare the current hourly wage with the highest hourly wage earned prior to taking the vocational program (refer to response given in Item 13) and check the circle if the current hourly wage is higher. Record the current hourly wage for each contact period in the space provided in the notes.

21. Ask the student how much he/she likes the job they currently hold (or the most recent job if he/she is not working at the time of contact). Explore the things that are liked or disliked about the job or the employment conditions, then ask the student to give an overall indication of his or her satisfaction with the work or job held. Check the appropriate circle for the contact period.

Figure 8 Continued POST-TRAINING EMPLOYMENT PATTERN 7 of 14

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Interviewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
POST-TRAINING EMPLOYMENT PATTERN Continued						
22. Student was a union member before training program	○					
Student joined union after program		○	○	○	○	
23. Student received employee benefits on job(s) held prior to program	○					
Student received employee benefits on job(s) held after leaving program		○	○	○	○	
24. Student holds a valid driver's license	○	○	○	○	○	
FAMILY/HOUSEHOLD PATTERN						
25. Student is head of household	○	○	○	○	○	25. Specify, if single head of household: ○
26. Indicate number of dependent minor (under 18 years old) children:						
27. Student received public/state aid before training program	○					
Student received public/state aid after leaving training program		○	○	○	○	

22. Determine whether the student belonged to a labor union prior to taking the vocational program in the Base Year. If Yes, check circle in Base Year. If a student joins a union after leaving the program, check the contact period in which he or she joined the union. Thereafter, check each contact period in which the student remains a union member. Record name of union in notes.

23. Determine the employee benefits received by the student in any job held prior to enrolling in his or her vocational program. If such benefits were received, check the circle in the Base Year. Check the circle in each follow-up contact period for which employee benefits are received.

    Employee benefits include: Paid vacations, health/medical insurance, life insurance, sick leave, or other such programs that improve the quality of employment for the worker.

24. Check the circle for each contact period in which the student holds a valid driver's license.

FAMILY/HOUSEHOLD PATTERN ● (See Figure 8 Continued)

PURPOSE: To identify and record major changes in household patterns during and after vocational program participation.

GENERAL DIRECTIONS:

25. Check the contact period(s) in which the student is head of household. Specify single head of household in the notes by checking the circle.

26. Specify the number of dependent minor children for the student even if student is not head of household. If there are no dependent minor children, leave space blank for each contact period.

27. If the student received public or state aid (welfare, aid for families with dependent children, or other financial assistance) before or during the vocational program, check the circle in Base Year.

    If the student received public or state aid after leaving the vocational program, check the contact period in which such financial assistance was received.

User Notes:

Figure 9 SOCIAL AND COMMUNITY INVOLVEMENT •

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
SOCIAL & COMMUNITY INVOLVEMENT:						
28. Registered or voted in last election	○	○	○	○	○	
29. Participated in school activities (Clubs, extra curricular events, etc for high school/college students-parent groups (PTA) for out of school youths or young adults)	○	○	○	○	○	
30. Involved in neighborhood/community activities or events	○	○	○	○	○	
31. Involved in church related activities	○	○	○	○	○	
STUDENT RATING OF SELECTED PROGRAM FACTORS:						
32. Rating of counseling assistance:						
32.1 Very Helpful	○	○	○	○	○	
32.2 Some Help	○	○	○	○	○	
32.3 Not Helpful	○	○	○	○	○	
32.4 No Opinion or Not Used	○	○	○	○	○	

PURPOSE: To determine the type and level of student involvement in social and community activities before, during and after vocational education.

GENERAL DIRECTIONS:

28. Check the contact period(s) in which the student has registered to vote or in which they voted in a local, state, or national election. It is not necessary to ask about the political party for which they registered nor to inquire about how they voted in an election.

29. If a student is in high school or community college, ask about the school related activities in which she or he has actively participated. These include athletic teams, band, school offices, clubs, vocational clubs, and other organized or school sponsored extra curricular activities and events. After the Base Year, if the student continues schooling or training, ask about the same activities in the advanced training program site.

    For adults and nontraditional students who have children, inquire about their involvement in parent groups in the schools which their children attend (PTA, parent advisory committees, etc.)

30. Ask the student about participation in neighborhood groups, community agencies or other organized activities in the community that reflect civic involvement. Check the contact period(s) in which this occurred.

31. Check the contact period(s) in which the student was involved with any church sponsored club, activity or event. It is not necessary to identify the church or religious denomination in which the student has been active.

STUDENT RATING OF SELECTED PROGRAM FACTORS •

PURPOSE: To obtain and record student assessment of selected program characteristics and student support service during and after program participation.

GENERAL DIRECTIONS:

In the data element related to Vocational Education Program Description (Refer to Figure 5) a number of program characteristics and student support services received by the student were listed. For purposes of obtaining information on the level of satisfaction with the vocational program taken by sample students, these characteristics and student services have been grouped into six major areas. The six major areas are covered by questions 32 through 37.

The first step in obtaining a student's assessment of these major program characteristics and support services is to establish the fact that the student actually received them or is aware of them. If a student did not receive a service or is not aware of the program characteristic, leave the circle for the item blank during the contact period in which the interview takes place. If the student is aware of the characteristic or received a service, but does not have any feelings about it, check the No Opinion circle for the contact period.

The options for recording student assessments of each major item fall into three categories: positive-neutral- negative. During the interview students have to make a judgment about the total experience they had with each major program characteristic or student service and then give a general rating to the item. You can help them by pointing out that they must balance the poor experiences they may have had with the good ones before making an overall assessment. However, do not try to influence their response positively or negatively.

32. Rating of counseling assistance. (See Figure 9)

Ask the student to describe the counseling services and assistance he or she received. Did it include testing, personal counseling, career information? Did the counseling they received help them to make a choice about entering the vocational program they took? When all things are considered, how helpful was counseling to them while they were in the program?

NOTE: A STUDENT HAS TO MAKE AN OVERALL ASSESSMENT OF THE PROGRAM CHARACTERISTIC OR STUDENT SERVICE. This assessment must consider the good and poor experiences before an overall assessment can be made.

Figure 10 STUDENT RATING OF SELECTED PROGRAM FACTORS

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

STUDENT RATING OF SELECTED PROGRAM FACTORS	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
33. Rating of teacher assistance/concern for students in program:						
33.1 Very Positive/Helpful	○	○	○	○	○	
33.2 Somewhat Positive/Helpful	○	○	○	○	○	
33.3 Not Positive/Helpful	○	○	○	○	○	
33.4 No Opinion	○	○	○	○	○	
34. Rating of how realistic the training was during the program:						
34.1 Very Realistic	○	○	○	○	○	
34.2 Somewhat Realistic	○	○	○	○	○	
34.3 Not Realistic	○	○	○	○	○	
34.4 No Opinion	○	○	○	○	○	
35. Rating of support from other students in the program during training:						
35.1 Very Helpful/Important	○	○	○	○	○	
35.2 Somewhat Helpful/Important	○	○	○	○	○	
35.3 Not Helpful/Important	○	○	○	○	○	
35.4 No Opinion	○	○	○	○	○	

33. Rating teacher assistance and concern for students.

Ask the student to consider the general treatment he or she received from all of the teachers in the vocational program. If the student had only one teacher in the vocational program, this assessment might be simple, but in cases in which several teachers were involved, the task of giving an overall assessment is more difficult. Did the teacher(s) indicate that student success in the program was important? Did teacher(s) treat students fairly? Help students with learning difficulties? Know the subject? Care about students as individuals? Communicate well with students?

These questions and others will help the student consider various aspects related to teacher effectiveness when making an overall rating of this factor.

34. Rating the realistic nature of training.

What may be realistic for a youth with little or no work experience could differ from the perceived reality of an adult or more mature, experienced individual. However, perceptions of how realistic training is affects the attitude and performance of students of all ages. Did the students have hands-on learning experiences in class? Was course content related to what one was expected to do on the job? Did the students take field trips to work sites? Did guest speakers from business and industry come to class? Was equipment used like that used on the job? Were the performance standards expected of students during training close to those found on the job?

These questions will help students assess the realistic nature of programs, especially during follow-up contacts.

Figure 10 Continued STUDENT RATING OF SELECTED PROGRAM FACTORS

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

STUDENT RATING OF SELECTED PROGRAM FACTORS	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
36. Student received financial aid during training program:	○					
If YES, rating student gave to such financial assistance:						
36.1 Very Helpful/Important	○	○	○	○	○	
36.2 Somewhat Helpful/Important	○	○	○	○	○	
36.3 Not Helpful/Important	○	○	○	○	○	
36.4 No Opinion	○	○	○	○	○	
37. Student received job placement assistance during/after program:	○					
If YES, rating student gave to job placement assistance:						
37.1 Very Helpful/Important	○	○	○	○	○	
37.2 Somewhat Helpful/Important	○	○	○	○	○	
37.3 Not Helpful/Important	○	○	○	○	○	
37.4 No Opinion	○	○	○	○	○	

35. Rating of support from other students. (See previous page of Figure 10.)

Ask the student whether other students in the program helped make his or her program more enjoyable? Did students work on joint learning projects together? Did the student make any new friends during the program? Does she or he still communicate with such friends? Did students study together or help each other out when someone was having difficulty with class?

36. Rating of financial aid.

While in the vocational program did the student receive financial assistance (CETA stipend, paid tuition, scholarships, student loan, social security educational benefits, grant, etc.) from the program site or with the site's assistance? If YES, check the circle for the Base Year; if not, leave blank.

After the program, determine the helpfulness of financial aid for those who received it. Could the student have entered the program without such aid? Could she or he have stayed in the program without such aid?

37. Rating of job placement assistance.

Check the circle in job placement assistance was provided and received by the student during or after the program. Have the student rate the effectiveness and value of such assistance. Did the student find a job as a result of the assistance? Did such assistance take a personal interest in the student's strengths or weaknesses when helping him or her apply for a job? Assistance included here would not include cooperative education placements that are part of a program and not ongoing jobs. Leave blank if no assistance was provided.

Figure 11 MAJOR HEALTH PROBLEMS● - POST-TRAINING ASSESSMENT OF IMPACT●

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
MAJOR HEALTH/MEDICAL PROBLEMS:						
38. Major medical problem affected school, training program, or ability to work before or during program	○					
Major medical problem affected ability to continue education and training or go to work		○	○	○	○	
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT:						
39. Vocational program was an important factor in choosing or entering present occupation		○	○	○	○	
40. Vocational program helped student gain a positive self image		○	○	○	○	
41. Vocational program helped student develop/change expectations about life and work		○	○	○	○	
42. Vocational program provided student with more than just job skills		○	○	○	○	
43. Student believes that consistency and structure in the vocational program were important to student success/achievement in the program		○	○	○	○	

MAJOR HEALTH/MEDICAL PROBLEMS●

PURPOSE: To identify the extent to which major health problems inhibit the ability of students to pursue education/training or occupational choices and work patterns.

GENERAL DIRECTIONS:

38. Ask student about any illnesses, accidents or medical ailments that caused them to lose substantial time from school or work prior to or during the program they took. If Yes, check the circle in the Base Year and note the nature and duration of the health problem.

    After the student has left the program ask about health problems during each follow-up contact.

POST-TRAINING ASSESSMENT OF PROGRAM IMPACT●

PURPOSE: To obtain the student's post-training assessment of the overall impact on his or her values and occupational preferences.

GENERAL DIRECTIONS:

NOTE: THE ITEMS OF INQUIRY RELATED TO THIS DATA ELEMENT ARE NOT OBTAINED DURING THE BASE YEAR (First contact year). Directions given for these items apply to follow-up contacts made after the student has left the designated vocational program.

POST-TRAINING ASSESSMENT OF PROGRAM IMPACT (See Figure 11)

In the data element related to Student Rating of Selected Program Factors (Refer to Figures 9 and 10) students were asked to rate six major program characteristics and student support services. Students were asked to rate such items while they were enrolled in the program as well as after they left the program. In this data element students are asked to provide an overall judgment about the impact the vocational program had on them. This is not to be an assessment of any particular program characteristic.

39. Impact on occupational choice.

Ask the student how important the vocational program he or she took was in his or her choice of careers. Would they be in the occupation they are in (or want to be in, if they are not working at the time of the follow-up contact) without having taken the vocational program? Did the student know what he or she wanted to be before taking the program? If so, did the program help them confirm their choice? Is the student employed in a related occupation to the program he or she took?

40. Impact on positive self image.

Ask the student whether the vocational program he or she took contributed to his or her self image. Did they feel that the program helped them gain confidence and self esteem? Do they feel that the experience they had helped them become better able to deal with problems they encounted in the work place? Conversely, did the program experience do anything that weakened their self esteem? Did they feel inferior to other students who did not take a vocational program?

41. Impact on expectations of life and work.

Ask the student whether the vocational program he or she took assisted him or her develop attitudes, values or expectations about the world of work. If so what were the things that they learned from their programs? Did the program help them develop any aspect of their outlook (philosophy) toward themselves or what they wanted to be as a person?

42. Impact beyond job skills.

The main purpose of vocational education programs is to impart necessary job skills so that the student can enter or advance in an occupation. However, it is also important that students gain more than specific technical skills. They often need to learn about the broader job survival and coping skills that are part of every occupation.

Ask the student whether the vocational program he or she took included any component that helped students learn how to communicate with other workers. Did they learn about what employers expect in the way of job behavior, dress, and work performance standards? Did they learn how to respond to supervision and direction from superiors or bosses? Did they learn about the conditions of employment found in occupations for which they were being prepared (i.e. union membership, outdoor work, fringe benefits that might be expected, stress of time schedules, health risks or other conditions that help make the transition to the work place smoother for students)?

POST-TRAINING ASSESSMENT OF PROGRAM IMPACT (See Figure 11)

43. Program consistency and structure.

Many, if not all, of the skills taught in vocational programs are demonstrable or measurable. Learning outcomes are more easily prescribed than in subjects that deal exclusively in the domain of abstraction and conceptualization. This item is intended to obtain from the students a reaction to the organization of instructional material and the process of instruction used in the program.

Were learning objectives or expected performance standards conveyed to students? Did students have adequate hands-on experience in the program? Were methods of testing students related to the things students expected to be tested on? Did students generally "know where they stood" in the learning process? Could they tell how well they were doing in class?

Did the student find that the procedures used in instruction helped him or her learn better? Did they achieve the levels of competency they expected from the program?

Do the students believe that consistency and structure helped them to learn better in his or her vocational program? Did having rules to follow and reasonable discipline in the learning environment help or hinder learning?

Did consistency and structure, as generally described by the previous questions, exist in the student's vocational program? If Yes, did they like it? If not, do they think such factors would help students to learn better?

NOTE: The areas of inquiry related to this data element are not strictly objective. In each item there are many issues and variables to be considered by the student before he or she can make a judgment. It is important for the interviewer to be sensitive to what the student believes the impact of each item had on him or her. Help the students express what they found important or helpful from their program experience before they give an overall answer to the question on each item.

User Notes:

Figure 12 STUDENT VALUES ABOUT LIFE AND WORK •

STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
STUDENT VALUES ABOUT LIFE & WORK:						Note: During post-training contacts, ask student if his/her response to items in Questions 44 and 45 was affected by experiences gained from the vocational program he/she took.
44. Student rates as very important each of the following items in his/her life:						
44.1 Being a success at work	O	O	O	O	O	
44.2 Having a happy family life	O	O	O	O	O	
44.3 Making lots of money	O	O	O	O	O	
44.4 Having strong friendships	O	O	O	O	O	
44.5 Having a steady job	O	O	O	O	O	
44.6 Being a community leader	O	O	O	O	O	
44.7 Giving their children a better opportunity than they had	O	O	O	O	O	
44.8 Moving away from the area in which they now live	O	O	O	O	O	
44.9 Working to correct social conditions & economic inequalities	O	O	O	O	O	
44.0 Having leisure time to enjoy	O	O	O	O	O	
45. Student rates very important each of the following factors about work he/she wants to do:						
45.1 The vocational program they took	O	O	O	O	O	
45.2 Previous work experience	O	O	O	O	O	
45.3 Good income in near future	O	O	O	O	O	
45.4 Job security	O	O	O	O	O	
45.5 The job they now hold	O	O	O	O	O	
45.6 Important & interesting work	O	O	O	O	O	
45.7 Freedom to make decisions	O	O	O	O	O	
45.8 Opportunity to advance	O	O	O	O	O	
45.9 Working with people they like	O	O	O	O	O	
45.0 Working with a boss who is fair	O	O	O	O	O	

PURPOSE: To obtain information about the comparative changes in the expressed importance of selected student values about life and work.

GENERAL DIRECTIONS:

DUPLICATE pages 12, 13, & 14 of the form and let each student complete; THEN, transfer the marks to the original form. On succeeding years, students should not see their responses from the previous years.

This data element is an extension of questions asked in the section on Post-training Assessment of Program Impact (Figure 11). The items here were adapted from a national project, High School and Beyond, conducted for the National Center for Educational Statistics, 1972 to the present. Illinois is one of the sample states; therefore, results from this study can be compared to the statewide sample by the Department of Adult, Vocational and Technical Education. At the local site, comparisons can be made of student responses over several contact periods.

44. Have the student indicate if each item is very important to her or him in terms of how it influences personal or career choices that must by made. Note comments on how the vocational program strengthened life values.

45. Ask the student how important each factor about work is to him or her in terms of career choices and work satisfaction.

NOTE: REMEMBER, STUDENTS ARE BEING ASKED WHICH LIFE AND WORK VALUES ARE VERY IMPORTANT TO THEM, not merely which values they agree with in general.

Figure 13 STUDENT PLANS FOR EDUCATION AND WORK

STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
STUDENT PLANS FOR EDUCATION & WORK:						
46. Student grade pattern in school were:						
46.1 Mostly A's & B's	○					
46.2 Mostly B's & C's	○					
46.3 Mostly C's	○					
46.4 Below C's	○					
47. Student grade pattern in his/her vocational education program were:						
47.1 Mostly A's & B's	○					
47.2 Mostly B's & C's	○					
47.3 Mostly C's	○					
47.4 Below C's	○					
48. What best describes the student's participation in school activities:						48. Note the school activities the student has participated in (athletic teams, band, school clubs, vocational clubs, student body offices, etc.). Indicate the activities he/she enjoyed the most.
48.1 Very active	○					
48.2 Somewhat active	○					
48.3 Little activity	○					
48.4 No activity	○					
49. How old was the student when he/she first worked for pay:						
49.1 Has not worked for pay	○					
49.2 Under 16	○					
49.3 16 to 18	○					
49.4 Over 18	○					

PURPOSE: To identify the student's performance pattern in school and vocational program and to determine the extent of student post-school plans for education and work.

GENERAL DIRECTIONS:

The questions in this data element were adapted from the High School and Beyond study. These items are asked during the Base Year only.

46. Ask the student to identify the general grade pattern he or she has earned in school (high school and/or community college).

47. Ask the student to identify the general grade pattern he or she has earned in the vocational program being taken.

NOTE: IF POSSIBLE STUDENT GRADE PATTERNS SHOULD BE VERIFIED BY CHECKING APPROPRIATE SCHOOL RECORDS. A comparison of actual grade patterns with student perceptions can indicate the degree of candor or honest self assessment in the student.

48. Have students review the extent of their involvement in school activities and give themselves a rating from the options shown in the question. (If necessary, refer to the answer given to question 29.)

49. Ask the students what their ages were when they first went to work for pay in a steady job. This can include part-time jobs, but should not include one time casual work such as baby sitting once or mowing a lawn.

Figure 13 Continued STUDENT PLANS FOR EDUCATION AND WORK

STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
STUDENT PLANS. . . Continued:						
50. Who had the greatest influence on the student's decision to take this vocational education program;						50. Note the person who helped the student make a decision and indicate how long it was between the time the person gave advice and the time the student actually enrolled.
50.1 Teacher/school administrator	O					
50.2 School counselor	O					
50.3 Friends/peers	O					
50.4 Parents/relatives	O					
50.5 Adults outside of school	O					
50.6 Student's Own Decision	O					
50.7 Other	O					
51. What best describes the student's post-school educational plans:						51. Note whether educational plans are related to the vocational program now being taken. O YES O NO
51.1 No plans made yet	O					
51.2 Go to a community college	O					
51.3 Go to a four year college	O					
51.4 Go into military service	O					
51.5 Go to trade school	O					
51.6 Other:	O					
52. What are the student's work plans:						52. Note how work plans are related to present vocational program. O YES O NO
52.1 No plans made yet	O					
52.2 Seek a related job	O					
52.3 Seek a non-related job	O					
52.4 Take time for travel/leisure before seeking work	O					
52.5 Other:	O					

50. Ask the student to consider the people he or she talked to about taking a vocational program, then ask which one had the greatest influence in the decision to take the program he or she was in at the time of being selected for this study. Check the appropriate response and note how much time there was between seeking advice and the time the student actually enrolled in the program.

51. Ask the student what, if any, post-school educational plans they have made. Check the appropriate response. Note whether such plans are related to the vocational program he or she is taking.

52. Ask the student what, if any, post-school work plan they have made. Check the appropriate response. Note whether or not such work plans are related to the vocational program he or she is taking.

Additional Suggestions for Filling Out the Forms

At the end of the student interview during which the Student Case File Contact Record was filled out, review the form to ensure that all questions for the base year (or subsequent follow-up contacts) have been covered.

When filling out the Student Case File Contact Record it is a good practice to check the circles for YES or positive student responses with small light check marks. After the interview the checked circles can be filled in with a black self-sticking dot (●). The black dots permit easy tabulation and make duplicated copies of the form easier to read at a later time.

Because the purpose of the ISLCS is to identify the impact of vocational education programs on individual students, their comments and interviewer observations are an important part of the process and a valuable contribution to a better understanding of such impacts. Such notations can be made in the space provided on the form during the interview or made on separate sheets of paper and transferred to the form at a later time. In any event, such comments should be typed on the form.

The Student Case File Contact Record should be completed (black self-sticking dots attached and notes typed) as soon after the student interview as possible so that ideas and observations will not be lost or forgotten. Furthermore, completion of these forms as interviews are concluded reduces the work load of the interviewer at a later time when all student responses are summarized for analysis and submission to the State.

As each student interview is completed, enter the assigned student code number, the student's complete name and the date of the contact on the MASTER LOG OF STUDENT CASES. Procedures for doing this along with instructions for summarizing the responses of students for the contact year are outlined in Part IV of this manual.

IV. GUIDELINES FOR SUMMARIZING SAMPLE STUDENT INFORMATION

Each participating LEA needs to synthesize and summarize information obtained from individual sample students so that the various impacts of vocational education can be identified. The summary of student responses is necessary for use by each LEA and is essential for the Department of Adult, Vocational and Technical Education to discern statewide patterns of impact.

The steps to be taken by LEAs to summarize the case student information for the base year include:

1. Compiling a Master Log of Student Cases
2. Summarizing the demographic and program characteristics of sample students
3. Summarizing the individual student responses from Student Case File Contact Records on the Program Site Sample Student Summary Sheet
4. Duplication of summary information for submission to the Department of Adult, Vocational and Technical Education (the State).

The Master Log of Student Cases, shown in Figure 14, is filled out during the base year as individual student interviews are completed. It contains the code number, full name and date of the initial interview for each sample student. The same form is used during subsequent follow-up periods to record the date for contacts with the same sample students. Up to 15

Figure 14

MASTER LOG OF STUDENT CASES

PROGRAM SITE:_____ Study Coordinator:_____

Student Case Code	Name of Sample Student (Last, First, Middle)	Date of Contacts (Base Yr.	1	2	3	4)
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						

PURPOSE: To provide the LEA and the State with a roster of sample students that are contacted during the base year and each subsequent follow-up period during the longitudinal study.

GENERAL DIRECTIONS:

1. Record the code number, full name, and date of interview or contact with each sample student.
2. During subsequent follow-up contacts (after the base year), record the date of the interview or contact under the appropriate column for each sample student.
3. If no contact is made with a sample student during a follow-up period, write or type NONE in the space used for indicating the date of contact.
4. At the end of the year, duplicate a copy of the Master Log and submit it to the State as part of the work packet.

students can be recorded on one page of the master log. If more than 15 students are followed, additional sheets of the master log should be used. Each year the updated master log is duplicated and submitted to the State as part of the work packet.

A summary of sample student characterisitics is compiled on the Program Site Summary Cover Sheet, shown in Figure 15. This form contains the total number of students contacted and the distribution pattern of sample students by various characteristics.

The Program Site Sample Student Summary Sheet, shown in Figure 16, is completed each year by the LEA, duplicated and the duplicate is submitted to the State.

Instructions for the use of these three forms are presented in the remainder of this chapter. A sample of the entire work packet that is prepared by LEAs during the base year and submitted to the State is included in Exhibit C.

Figure 15

PROGRAM SITE SUMMARY
COVER SHEET

PROGRAM SITE: _____ Site Identity Number: _____

Number of Sample Students Contacted Each Period: DATE SUBMITTED: _____

	Base Year	First	Second	Third	Fourth
TOTAL NUMBER					
Distribution by Type:					
1. Public Aid					
2. CETA					
3. Correctional					
4. WECEP					
5. High School					
6. Adult Education					
7. Apprenticeship					
8. Community College					
9. Other: _____					
Distribution by Needs:					
• Disadvantaged					
• Handicapped					
• Limited English					
Distribution by Age Group:					
• Under 20					
• 20 to 29					
• 30 to 44					
• Over 44					
Distribution by Ethnic Group:					
1. White (non-Hispanic)					
2. Hispanic					
3. Black					
4. Filipino					
5. Asian/Pacific Is.					
6. Am. Indian					
7. Other: _____					
Distribution by Sex:					
1. Males					
2. Females					

Distribution by Type of Program:

Program Title	Code Number				

PROGRAM SITE SUMMARY COVER SHEET (See Figure 15)

PURPOSE: To provide a number count of the total student sample contacts during the base year and indicate the distribution of student characteristics for each contact period.

GENERAL DIRECTIONS:

Information for the Program Site Summary Cover Sheet is contained on the Master Log of Student Cases which provided the total number of students contacted each year of the study. Information on the various characteristics of the student sample during the base year can be tabulated from information contained on the Demographic and Program Data page of individual Student Case File Contact Records.

The same form can be used to record the total number and characteristics of sample students who are contacted during each subsequent contact period.

1. Record the total number of sample students used in the study during the base year in the space provided. During subsequent follow-up contact periods record the total number of contacts made with sample students under the appropriate column (first, second, etc.).
2. Tabulate and record the number of students falling into each of the types of students shown on the form for the base year and each subsequent follow-up period.
3. Tablulate and record the number of students with each of the special needs listed on the form for each contact period.
4. Tabulate and record the number of students falling into each age group listed on the form for each contact period.*
5. Tabulate and record the number of students belonging to each of the ethnic groups listed on the form for each contact period.
6. Tabulate and record the number of male and female students contacted each period.
7. List the title and the first two digits of the code number of the vocational education programs taken by sample students. Record the number of sample students enrolled in each program.

---

* Use the age group of students at the time they took the vocational education program in which they were selected for the ISLCS.

Figure 16

PROGRAM SITE SAMPLE STUDENT SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Numbers ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
GEOGRAPHIC MOBILITY:															
1. Born in Illinois															
2. Resident of same area for 4 years															
3. Resident of same area after training															
4. Moved within the state to:															
4.1 City/Urban Area															
4.2 Suburban Area															
4.3 Rural Area															
5. Moved out of state to:															
5.1 City/Urban Area															
5.2 Suburban Area															
5.3 Rural Area															
6. Reasons for Making move:															
6.1 To take a job/seek work															
6.2 Lost old job/could not find job															
6.3 Personal/family reasons															
6.4 To take training/attend school															
6.5 Health/medical reasons															
6.6 Other (specify in notes):															

PURPOSE: To summarize the positive (Yes) respons[illegible] sample students from the base year and subsequent contact periods [illegible] patterns of program impact and student case experiences can be [illegible]d compared over time.

GENERAL DIRECTIONS:

Figure 16 shows page 1 of the summary sheets to be compiled by LEAs and submitted to the State each program year. A sample set of summary sheets to be completed by each LEA at the end of the program year is shown in Exhibit C. The sample set of summary sheets can be used as a model for preparing the packet of material to be submitted to the State.

The 52 questions on the summary sheets are exactly the same as those used on the Student Case File Contact Record.

Twelve (12) columns are provided across the top of the summary sheets to record the responses of sample students. If more than 12 students are used, additional summary sheets must be employed.

1. Record the student case code numbers of sample students across the top of each column.
2. Transfer the positive responses of each sample student for appropriate questions to the summary sheets under the proper column. (The small dots (.) appearing on the forms are for alignment purposes only.)

PROGRAM SITE SAMPLE STUDENT SUMMARY SHEET Continued (See Figure 16)

3. After all student responses have been recorded in the proper columns, record the base number for each question. In most cases the base number for a question will be the total number of students in the sample or the number of contacted students during a given follow-up period. There are some exceptions to this which are explained on Table 3.

4. Tabulate the number of positive responses for each question and record the total in the appropriate column (Number of Responses).

5. Once all responses have been tabulated and recorded, compute the percent of the base number that the positive responses represent for each question. Record the percent in the designated column.

6. Once the summary sheet has been completed and all numbers have been tabulated, verified and recorded correctly, duplicate the forms.

7. Combine duplicate copies of the Master Log of Student Cases, Program Site Summary Cover Sheet, and the 12 pages of the Program Site Sample Student Summary Sheet for submission to the State.

Table 3

GUIDELINES FOR DETERMINING THE BASE NUMBER
FOR QUESTIONS ON THE PROGRAM SITE SAMPLE STUDENT SUMMARY SHEET

	Question Number	Base Number for BASE YEAR	Base Number for FOLLOW-UP CONTACT PERIODS
GEOGRAPHIC MOBILITY	1.	Total Sample	NOT ASKED
	2.	Total Sample	NOT ASKED
	3.	NOT ASKED	Total Number of Respondents
	4.	NOT ASKED	Total Responses to Items 4.1, 4.2, and 4.3
	5.	NOT ASKED	Total Responses to Items 5.1, 5.2, and 5.3
	6.	NOT ASKED	Total Responses to Questions 4 and 5
EDUCATION & TRAINING	7.	Total Sample	NOT ASKED
	8.	Total Sample	NOT ASKED
	9.	Total Sample	Total Number of Respondents
	10.	NOT ASKED	Total Responses to Items 10.1 and 10.2
FORMER EMPLOYMENT	11.	Total Sample	NOT ASKED
	12.	Total Responses to 11	NOT ASKED
	13.	Total Responses to 11	NOT ASKED
POST-TRAINING EMPLOYMENT	14.1.	NOT ASKED	Total Number of Respondents
	14.2	NOT ASKED	Total Number of Respondents
		NOTE: Combine responses to 14.1 and 14.2 and compute the total as a percent of all respondents to follow-up contacts.	
	15.1	NOT ASKED	Total Number of Respondents
	15.2	NOT ASKED	Total Number of Respondents
		Note: Combine responses to 15.1 and 15.2 and compute the total as a percent of all respondents to follow-up contacts.	
	16.	NOT ASKED	Total Number of Respondents
	17.1, 17.2, 17.3	NOT ASKED	Combine responses to items 17.1, 17.2, and 17.3 and use the total for the base number for each individual item.

Table 3 Continued

	Question Number	Base Number for BASE YEAR	Base Number for FOLLOW-UP CONTACT PERIODS
POST-TRAINING EMPLOYMENT	18.1 18.2 18.3 18.4	NOT ASKED	Combine responses to items 18.1, 18.2, 18.3, and 18.4 and use the total as the base number for each individual item.
	19.1 19.2 19.3 19.4 19.5 19.6 19.7 19.8 19.9 19.0	NOT ASKED	Use total number of respondents as the base number for all items 19.1 through 19.0.
	20.	NOT ASKED	Total Number of Respondents
	21.	NOT ASKED	Combine total respondents to questions 14, 15, and 18 and use as the base number for 21.
	22.a	Total Sample	NOT ASKED
	22.b	NOT ASKED	Total Number of Respondents
	23.a	Total Sample	NOT ASKED
	23.b	NOT ASKED	Total Number of Respondents
	24.	Total Sample	Total Number of Respondents
FAMILY/HOUSEHOLD	25.	Total Sample	Total Number of Respondents
	26.	Total the actual number of dependents under the age of 18 reported by the total sample.	Total the actual number of dependents under the age of 18 reported by the total number of respondents.
	27.a	Total Sample	NOT ASKED
	27.b	NOT ASKED	Total Number of Respondents
SOCIAL & COMMUNITY	28.	Total Sample	Total Number of Respondents
	29.	Total Sample	Total Number of Respondents
	30.	Total Sample	Total Number of Respondents
	31.	Total Sample	Total Number of Respondents

Table 3 Continued

	Question Number	Base Number for BASE YEAR	Base Number for FOLLOW-UP CONTACT PERIODS
	32.1, 32.2, 32.3, 32.4	Total Sample	Total Number of Respondents
STUDENT RATING OF SELECTED PROGRAM FACTORS	33.1, 33.2, 33.3, 33.4	Total Sample	Total Number of Respondents
	34.1, 34.2, 34.3, 34.4	Total Sample	Total Number of Respondents
	35.1, 35.2, 35.3, 35.4	Total Sample	Total Number of Respondents
	36.	Total Sample	NOT ASKED
	36.1, 36.2, 36.3, 36.4	Total Responses to 36	Total Responses to Items 36.1 Through 36.4
	37.	Total Sample	NOT ASKED
	37.1, 37.2, 37.3, 37.4	Total Responses to 37	Total Responses to Items 37.1 Through 37.4
HEALTH & MEDICAL	38.a	Total Sample	NOT ASKED
	38.b	NOT ASKED	Total Number of Respondents
POST-TRAINING PROGRAM IMPACT	39.	NOT ASKED	Total Number of Respondents
	40.	NOT ASKED	Total Number of Respondents
	41.	NOT ASKED	Total Number of Respondents
	42.	NOT ASKED	Total Number of Respondents
	43.	NOT ASKED	Total Number of Respondents

Table 3 Continued

	Question Number	Base Number for BASE YEAR	Base Number for FOLLOW-UP CONTACT PERIODS
STUDENT VALUES ABOUT LIFE & WORK	44.1 44.2 44.3 44.4 44.5 44.6 44.7 44.8 44.9 44.0	Total Sample	Total Number of Respondents
STUDENT VALUES ABOUT LIFE & WORK	45.1 45.2 45.3 45.4 45.5 45.6 45.7 45.8 45.9 45.0	Total Sample	Total Number of Respondents
STUDENT PLANS FOR EDUCATION AND WORK	46.1 46.2 46.3 46.4	Total Sample	NOT ASKED
	47.1 47.2 47.3 47.4	Total Sample	NOT ASKED
	48.1 48.2 48.3 48.4	Total Sample	NOT ASKED
	49.1 49.2 49.3 49.4	Total Sample	NOT ASKED
	50.1 50.2 50.3 50.4 50.5 50.6 50.7	Total Sample	NOT ASKED

Table 3 Continued

	Question Number	Base Number for BASE YEAR	Base Number for FOLLOW-UP CONTACT PERIODS
STUDENT PLANS Continued	51.1 51.2 51.3 51.4 51.5 51.6	Total Sample	NOT ASKED
	52.1 52.2 52.3 52.4 52.5	Total Sample	NOT ASKED

V GUIDELINES FOR FOLLOWING UP SAMPLE STUDENTS

A characteristic feature of this longitudinal case study method is continuous personal contact with the sample students over time. When the original sample size is not large, as is the case with the ISLCS, it becomes important that a high percent of the original sample be contacted each follow-up period. However, following up students once they have left their vocational programs can be a time consuming and costly enterprise. The task can be made easier when sample students are oriented to the need for their continued participation in the study after they have left their school or training program. This orientation should begin during the sample student screening process while they are enrolled in their vocational education programs and reinforced during the initial interview during the base year.

Follow-up contacts with sample students in the ISLCS can be made in three ways.

- Personal Interviews: This method provides face to face communications with each student which can enhance the quality and extent of the information that is obtained. It is also the most personal manner in which to interact with each sample student. The drawbacks to personal interviews lie in the time, effort, and cost of obtaining follow-up data in this fashion when sample students may have moved to locations in a wide geographical area once they leave their vocational programs.

  To offset the problems of undue time and economic costs of personal interviews, such interviews might, whenever possible, be scheduled at the program site or at a location that does not require extensive travel for the program site interviewer. Depending on the circumstances of the sample students, personal interviews may have to

be conducted in the evening, on weekends, or during holidays when sample students are in the area or available from school, work, or military service.

- Telephone Interviews: This method has the advantage of two-way human communications which is important to obtaining information in the naturalistic inquiry method of investigation. This method takes less time than personal interviews and is usually less expensive. Even though telephone interviews may not provide the same depth of information as face to face interviews, they are a more effective way to follow-up students in the ISLCS than mail surveys.

  As in personal interviews, telephone contacts with sample students may have to be made in the evenings, on weekends, or around holidays in order to reach students who have moved away from the area in which the program site is located. The possibility of gaining information from sample students who have moved away from the service area of the program site by telephone rather than by personal interviews is obvious.

- Mail Survey: This method can be used in the ISLCS when personal interviews or telephone contacts are not possible with sample students. Although it is not the most desirable method of follow-up for the ISLCS, it is an acceptable one when no other alternative is available. When a mail survey is used, it should utilize a cover

  letter and written survey form that is coordinated with the questions asked on the Student Case File Contact Record.

The experience of the study team during the development of the ISLCS was that when the mail survey method was used alone the level of response from the student sample

was significantly lower than when personal and telephone interviews were employed. For example, the average rate of response during two follow-up periods utilizing personal and telephone contacts was over 80 percent, when a mail survey was conducted with the same group during 1981-82 the rate of return was closer to 27 percent. Thus, it is suggested that the basic strategy for following up sample students use telephone contacts, plus personal interviews with as many students as feasible. The mail survey should be used to augment data collection from those sample students who could not be reached any other way.

Planning and Conducting Follow-up Contacts for the ISLCS

The process of planning and conducting student follow-up contacts for the ISLCS involves at least three major activities.

1. Planning and Scheduling Follow-up Contacts

2. Conducting Student Interviews and/or Mail Survey

3. Summarizing Follow-up Information

Each of these major activities is discussed in the remainder of this chapter.

1. Planning and Scheduling Follow-up Contacts

The first follow-up contact with sample students should occur no sooner than six months nor later than twelve (12) months after they have left their vocational program. Thereafter, follow-up contacts should be made at about one year intervals. The exact timing of the first follow-up contact will be dependent upon the date of the initial interview with each sample student during the base year.

In any event, preparing for the follow-up contacts begins with identifying the name,

address, and telephone number of each sample student. This information appears on the Cover Sheet of the Student Case File Contact Record along with information on the alternative contact person for each sample student.

Once the follow-up contact list is compiled, arrangements for making telephone calls should be made. This entails assigning persons to make the telephone calls, allocating necessary time, space, and telephones to the project.

Prior to each telephone contact, the program site interviewer should review the Student Case File Contact Record for each sample student who will be called in order to familiarize himself or herself with the background and program experience of the sample student.

2. Conducting Student Follow-up Contacts and/or Mail Survey

Once the list of sample students is compiled, the primary telephone number of each sample student should be called. At least three calls should be attempted. After three unanswered calls have been made, an attempt should be made to contact the alternative person by telephone.

If a sample student is reached by telephone, at either his or her primary telephone number or the alternative that is listed, the program site can do one of two things: 1) if feasible, a personal interview can be arranged at a mutually convenient time and place, or 2) the information necessary to complete the follow-up contact can be conducted by telephone.

When information is obtained in a personal interview or by telephone, the instrument for recording the sample student responses and making notes is the Student Case File Contact Record. Procedures for using this form are described in Chapter III of this manual.

If the sample student cannot be reached by telephone, a mail survey form should be sent to the student. The first place to send the survey form is the address listed on the

Cover Sheet of the Student Case File Contact Record unless a telephone call to the alternative contact has revealed a more recent mailing address.

In two to four weeks after the initial mailing a second survey form should be mailed to those sample students who have not responded to the first mailing.

A sample of a cover letter that can be used in the initial mail survey is shown in Exhibit D. A Confidential Student Follow-up Information Sheet that can be used in the mail survey is contained in the reproducible material included at the end of this manual. This short survey form cannot cover all of the items contained in the Student Case File Contact Record, but the items that are covered in the mailed form are keyed to items covered in the longer student record. The item number in the Student Case File Contact Record related to each question in the mail survey form is shown in parentheses.

It is suggested that the Confidential Student Follow-up Information Sheet be printed or duplicated on both sides of one sheet of paper in order to reduce the amount of paper used, the weight of materials mailed, and the number of pages that have to be filed in each sample student's file folder.

3. Summary of Follow-up Information

As noted earlier, during personal or telephone interviews the Student Case File Contact Record can be used to record student responses and make notes and comments. When a mail survey form is used, the student responses should be transferred to the appropriate items on the Student Case File Contact Record. Any changes in the address and telephone number of sample students should be made on the cover sheet. Once sample student responses have been transferred to the Student Case File Contact Record for all mail survey respondents, the mail survey form should be retained in the sample student's individual file folder as backup documentation.

Once all Student Case File Contact Records have been completed for the follow-up period, the information should be summarized in the same manner that was used at the end of the

base year. Directions for summarizing data and submitting annual updated information to the Department of Adult, Vocational and Technical Education are given in Chapter IV of this manual.

Preparing Written Case Profiles

One of the valuable and unique features of the ISLCS is the preparation of short written case profiles of selected students. Such narratives should be short, 300 to 500 words, and written in a journalistic style rather than in formal research language.

The purpose of these written case profiles is to highlight the experiences of students after they have left their vocational education programs and to illustrate the individual successes and problems students encounter in their career progression or in pursuit of further schooling or training.

1. Possible Uses of Written Case Profiles

Case profile narratives can be used effectively in the following ways:

- Human interest stories for local newspapers or school papers
- A means of providing testimonial information for local school boards about specific vocational programs
- A means of informing local or other state legislators about the impact of vocational education programs on individual students
- A means of providing counselors, job placement persons and instructors with information about program outcomes and impacts of the programs on students
- A means of publicizing vocational programs to recruit students
- A means of informing instructors of a potential need for modification to ongoing vocational programs.

The uses of individual case profiles are only limited by the creativity of the local educational agency. It is important to realize that many people are more interested in and attentive to information about a few individual persons to which they can relate than to pages of statistics. This does not mean that statistical information should not be compiled or used. It does mean that the case profiles can help make such quantitative material more palatable to some policy makers, educators, students and employers.

2. Selection of Sample Students for Case Profiles

As has already been stated, the ISLCS does not depend on large numbers. If a program site has selected fewer than a dozen sample students to follow, it may be possible to prepare a written profile for each. If the number of students is substantially larger, it may be more practical to select just a few. In the latter case, it is important to select students that will serve the primary purposes for which the written narratives will be used. Obviously, selecting student cases who have had success after leaving their vocational programs is a positive means of publicizing the beneficial impact of vocational education; however, to ignore the stories of sample students who have not been successful may limit the value of written case profiles because less successful cases can illustrate important lessons for program planners, counselors, instructors and vocational students.

3. Format for Case Profiles

It is important that the person who prepares the written case profiles has a firm idea of how the profiles will be used and which audiences are going to be the target for the individual student narratives. There is no single format for preparing written case profiles. The style and ease with which such narratives are done depends on the skill of the person who prepares them; but, anyone can prepare such profiles when they are kept simple and to the point.

Individual case narratives can be started during the second follow-up contact period. Unless the person who writes the individual narratives has a format in mind, the following hints may be useful.

At least five topics should be covered in each case profile. A few sentences on each topic will suffice and can be enlarged upon during subsequent follow-up contacts.

1. Student Background and Characteristics: This section should provide information about the student's personal characteristics (age, sex, ethnic group, if appropriate) and background (how he/she selected the particular vocational program), type of personality such as fun-loving, outspoken, or quiet, and any key accomplishments or incidents that led to selecting the vocational program.

   This information should be presented in the early paragraphs so that readers can quickly relate to the sample student in human terms.

2. Student's Reactions to Her/His Vocational Program: This section should contain information about how the student liked the program, how well he or she achieved in the program, which support services were helpful or important to the student. Was the program completed? What did the student indicate was of value personally and/or for career purposes about the program?

   This section should give the reader clues on how well the student did in the program, what the student felt was important or valuable about the training and what services were received and helpful.

3. Transition from the Vocational Program to Work or Further Education: This section tells what happened to the student after leaving or completing the vocational program. Did the student go to work, school, join the military, or other? Was this post-training activity related to the outcomes of the vocational program? What problems did the student encounter in finding work, going on to further training or education? Did anything that was learned in the vocational program play a particularly helpful role in solving problems or making decisions after leaving the program?

Sections1 1, 2, and 3 can be written after the sample student has left the vocational program and follow-up contact has been made one or two times. The following two suggested sections are best written after the second or third follow-up contact has been made.

4. Post-Vocational Program Occupational and Personal Progress: Even though a sample student continues her or his schooling after leaving a vocational program, ultimately, the issue of seeking and/or finding work will be confronted. Some students may not seek work, but, for those who do, it is important to know the problems and successes they encounter. Did they find jobs related to training? If not, was it by choice or because job markets were poor or did other circumstances prevent them from seeking related work? Do they like the occupations they entered and was the training they received adequate to prepare them for the work they found or the conditions under which they have worked?

This section is a critical segment in the narratives of the individual sample students. It can help program managers, vocational educators, counselors and students who enroll in the same vocational programs understand what was helpful and

what current program practices may need modification.

5. Future Prospects and Plans: It is important to realize that vocational education not only provides job specific skills and knowledges but also has a larger personal impact on students' values, hopes and aspirations. The identification of how vocational education served the students in their personal needs is a valuable aspect of defining the social and nontraditional impacts of vocational education.

Some Hints for Writing Case Profiles

Some hints in writing case profiles are provided here to facilitate their preparation and use.

- The use of past tense in writing the case narratives can lend continuity to the student profile as sections are added over time. For example, sections 1 through 3 may be written after the first follow-up contact. Sections 4 and 5 may not be written until the second or third contact. By starting out in the past tense, each addition will not require a revision to sections written previously.

- Obtain the permission of students before using them in case profiles that will be published. Anonymity of the individual may be desired; however, most students will be flattered to be used as a case. Be certain. Use only first names or selected pseudonyms when a serious doubt arises about a student's willingness to be identified.

- It should be obvious that no statement that is libelous or slanderous should ever be made in a written case profile. Even in cases where sample students encounter difficult

times, lose their jobs, have legal problems, both sides of the situation should be considered when making written statements.

- Quote actual statements made by students to highlight points in the written narratives. This adds a personal touch and provides realism to the case profiles.

  (See "Breakthrough: A Longitudinal Study of Vocational Education in Illinois" for six examples of case profiles.)

Finally, the use of written case profiles lends a personal insight to individual student reactions to their vocational education experiences and provides a means to relay the social and nontraditional impacts of such programs on individual human beings. Writing these case profiles can be a rewarding experience for the person who does it, but more importantly, it can be the means of providing others with an understanding about the outcomes of vocational education that cannot be gained in any other way.

EXHIBITS

A • List of Approved Occupational Programs and Useful Definitions

B • Sample Student Permission Form

C • Sample Summary Packet

D • Cover Letter for Mail Survey

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

Approved Occupational Programs

Office of Education Code No.	Occupational Program Titles
01.0100	Agricultural Production
01.0101	Animal Science
01.0102	Plant Science
01.0200	Agricultural Supply and Service
01.0201	Agricultural Chemicals
01.0300	Agriculture Mechanics
01.0400	Agricultural Products
01.0500	Ornamental Horticulture
01.0501	Arboriculture
01.0502	Floriculture
01.0503	Greenhouse Operations and Management
01.0504	Landscaping
01.0505	Nursery Operation and Management
01.0506	Turf Management
01.0600	Agricultural Resources
01.0603	Soil Conservationist
01.0605	Water Conservationist
01.0700	Forestry
01.0703	Logging
04.0100	Advertising Services
04.0200	Apparel and Accessories
04.0300	Automotive Sales
04.0400	Finance and Credit
04.0500	Floristry
04.0600	Food Distribution
04.0700	Food Services
04.0800	General Merchandise
04.0900	Hardware, Building Materials
04.1000	Home Furnishings
04.1100	Hotel and Lodging Services
04.1200	Industrial Marketing
04.1300	Insurance
04.1400	International Trades
04.1500	Personal Services
04.1600	Petroleum
04.1700	Real Estate
04.1800	Recreation and Tourism Services
04.1900	Transportation
04.2000	Retail Trade
04.2100	Wholesale Trade
04.9901	Small Business Management
07.0101	Dental Assisting
07.0102	Dental Hygiene
07.0103	Dental Laboratory Technology
07.0201	Cytology
07.0202	Histology
07.0203	Medical Laboratory Assisting
07.0204	Hematology
07.0301	Nursing (Associate Degree)
07.0302	Practical Nursing
07.0303	Nurse Aide
07.0304	Psychiatric Aide
07.0305	Surgical Technician (Operational Room Technology)
07.0306	Obstetrical Technician
07.0307	Home Health Aide
07.0308	School Health Aide
07.0400	Rehabilitation Aide
07.0401	Occupational Therapy Aide
07.0402	Physical Therapy Aide
07.0403	Prosthetics
07.0404	Orthotics
07.0405	Therapeutic Recreation Technician
07.0500	Radiologic Aide
07.0501	Radiologic Technology (X-Ray)
07.0502	Radiation Therapy Assisting
07.0503	Nuclear Medical Technology
07.0601	Ophthalmic Dispensing
07.0602	Orthoptics
07.0603	Optometrist Assisting
07.0701	Environmental Health Assisting
07.0702	Radiological Health Technology
07.0703	Sanitarian Assisting
07.0800	Mental Health Technology
07.0801	Mental Health Assisting
07.0802	Mental Retardation Aide
07.0900	Health Care Aide
07.0901	Electroencephalograph Technology
07.0902	Electrocardiograph Technology
07.0903	Inhalation Therapy
07.0904	Medical Assisting
07.0905	Central Supply Technology
07.0906	Health Aide
07.0907	Medical Emergency Technology
07.0908	Food Service Health Supervision
07.0909	Mortuary Science
07.0910	Pharmacy Aide
07.0911	Therapeutic Recreation Aide
07.0912	Geriatric Aide
07.0913	Medical Records
07.0914	Hospital Ward Clerk
07.0915	Pediatric Aide
07.0916	Dietary Aide
07.0917	Paramedic
09.0100	Occupational Homemaking
09.0200	Home Economist Assisting
09.0201	Child Care
09.0202	Clothing Management, Production and Services
09.0203	Food Management, Production and Services
09.0204	Home Furnishing, Equipment and Services
09.0205	Institution and Home Management Services
14.0102	Bookkeeping and Accounting Aide
14.0103	Cashiers
14.0104	Machine Operation
14.0105	Bank Tellers
14.0200	Business Data Processing Systems
14.0201	Computer and Console Operations
14.0202	Keypunch, Coding and Peripheral Equipment Operations
14.0203	Computer Programming
14.0204	Systems Analysis
14.0301	Duplicating Machine Operations
14.0302	File Clerking
14.0303	General Office Clerking
14.0401	Communication Systems Clerking
14.0402	Correspondence Clerking
14.0403	Mail and Postal Clerking
14.0404	Mail-Preparing and Mail-Handling Operations
14.0405	Messengers and Office Services
14.0406	Receptionist and Information Clerking
14.0501	Planning and Production Clerking
14.0502	Quality Control Clerking
14.0503	Shipping and Receiving Clerking
14.0504	Stock and Inventory Clerking
14.0505	Traffic, Rate and Transportation Clerking
14.0601	Educational and Training Assisting
14.0602	Interviewers and Test Technology
14.0603	Personnel Assisting
14.0701	Executive Secretary Science
14.0702	Secretarial
14.0703	Stanography
14.0801	Administrative Assisting
14.0802	Budget Management Analysis

Exhibit A Continued

Office of Education Code No.	Occupational Program Titles
14.0803	Clerical Office Supervision
14.0804	Data-Method and System-Procedure Analysis
14.0805	Office Managers and Chief Clerking
14.0901	Clerk-Typist
14.0902	Typists
	(16 series codes - postsecondary only)
16.0101	Aeronautical Technology
16.0103	Architectural Technology
16.0104	Automotive Technology
16.0105	Chemical Technology
16.0106	Civil Technology
16.0107	Electrical Technology
16.0108	Electronic Technology
16.0109	Electromechanical Technology
16.0110	Environmental Control Technology
16.0111	Industrial Technology
16.0112	Instrumental Technology
16.0113	Mechanical Technology
16.0114	Metallurgical Technology
16.0115	Nuclear Technology
16.0116	Petroleum Technology
16.0117	Scientific Data Processing
16.0118	Biomedical Technology
16.0400	Office Related Technology
16.0600	Coal Mining Technology
16.0601	Commercial Pilot Training
16.0602	Fire and Fire Safety Technology
16.0603	Forestry Technology
16.0604	Oceanographic Technology
16.0605	Police Science Technology
16.0699	Fluid Power Technician
16.9900	Occupational Health and Safety Technician
16.9901	Air Pollution Technology
16.9902	Water and Waste Water Technology
16.9903	Quality Control Technology
16.9904	Numerical Control Technology
16.9905	Optics Technology
16.9906	Plastics Technology
16.9907	Radio and Television Engineering Assisting
16.9908	Technical Writing
17.0100	Air Conditioning
17.0102	Heating
17.0103	Ventilating (Filtering and Humidifying)
17.0200	Appliance Repair
17.0201	Electrical Appliances Repair
17.0202	Gas Appliances Repair
17.0300	Automotive Services
17.0301	Body and Fender Repair
17.0302	Auto Mechanics
17.0401	Aircraft Maintenance
17.0402	Aircraft Operations
17.0403	Ground Operations
17.0600	Business Machine Maintenance
17.0700	Commercial Art
17.0701	Interior Decorating
17.0702	Window Display
17.0703	Product Designer
17.0801	Seamanship
17.0802	Ship and Boat Operation and Maintenance
17.0900	Commercial Photography
17.1000	Construction and Building Trades
17.1001	Carpentry
17.1002	Construction Electricity
17.1003	Heavy Equipment Operation and Maintenance
17.1004	Masonry
17.1005	Painting and Decorating
17.1007	Plumbing and Pipefitting
17.1008	Dry Wall Installation
17.1099	Industrial Maintenance
17.1100	Custodial Services
17.1200	Diesel Mechanic
17.1300	Drafting
17.1400	Electrical Occupations
17.1401	Industrial Electrician
17.1402	Lineman
17.1403	Motor Repairman
17.1500	Electronic Occupations
17.1501	Communications Electronics
17.1502	Industrial Electronics
17.1503	Radio and Television Repair
17.1601	Dry Cleaning
17.1602	Laundering
17.1700	Foremanship, Supervision and Management
17.1900	Graphic Arts
17.1901	Composition, Make-up and Typesetting
17.1902	Printing Press Operation
17.1903	Lithography, Photography and Platemaking
17.1904	Photoengraving
17.1905	Silk Screen Making and Printing
17.1906	Bookbinding
17.2000	Industrial Atomic Energy
17.2001	Installation, Operation and Maintenance Reactors
17.2002	Radiography
17.2003	Industrial Use of Radioisotopes
17.2101	Instruments Repair (other than Watch)
17.2102	Watchmaking and Repair
17.2200	Maritime Maintenance and Services
17.2301	Foundry
17.2302	Machine Shop
17.2303	Machine Tool Operations (semi-skill)
17.2304	Combined Metal Trades
17.2305	Sheet Metal
17.2306	Welding
17.2307	Tool and Die Making
17.2308	Die Sinking
17.2309	Metal Patternmaking
17.2400	Metallurgy
17.2501	Barbering
17.2502	Cosmetology
17.2700	Plastics Manufacturing
17.2800	Public Service - Emergency Preparedness
17.2801	Fire Prevention and Control
17.2802	Law Enforcement
17.2805	Social Service Occupations
17.2806	Environmental Control
17.2808	Public Service Occupations
17.3000	Refrigeration
17.3100	Small Engine Repair
17.3200	Stationary Energy Sources
17.3400	Leather Manufacturing and Repair
17.3500	Upholstering
17.3601	Millwork and Cabinet Making
17.3700	Coal Mining Occupations
17.9905	Hospitality
18.9900	Educable Mentally Handicapped In-School
18.9903	Experienced-Based Education
18.9905	Trainable Mentally Handicapped In-School
18.9907	Community Workshop Experiences
18.9909	Special Education In-School Vocational Education Programs

DEFINITION OF TERMS USED IN VOCATIONAL EDUCATION THAT APPLY TO THE ILLINOIS STUDENT LONGITUDINAL CASE STUDY

- Academically Disadvantaged = Refers to persons who:
  - Lack reading and writing skills
  - Lack mathematical skills
  - Perform below grade level

- Adult Non-Credit Training Level Course = An approved level 6 course. Students are grade 30.(VEDS Part III)

- Adult Non-Credit Training Level Program = An approved level 5 course. Students are grade 30. (VEDS Part IV)

- Adult Student, (Grade 30) = An adult student who may be approved in levels 5, 6, or 7.

- American Indian or Alaskan Native = A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

- Apprenticeship = An approved level 7 course. Students are grade 30. (VEDS Part III)

- Asian American or Pacific Islander = A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or Pacific Islands. This includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.

- Black, not Hispanic = A person having origins in any of the black racial groups of Africa.

- Contact Hours = The number of hours a course is to meet during a given term.

- Contact Hours Claimed = The number of enrollments on the third session multiplied by the number of contact hours.

- Cooperative Education O. E. Code = All students enrolled in an approved cooperative education program will be assigned a 6 digit O. E. Code based on the training station placement.

- Deaf = Means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performances.

- Deaf/Blind = Means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special educational programs solely for deaf or blind children.

- Disadvantaged Student = If students are disadvantaged for economic or academic reasons and limited English proficiency, they should be claimed as limited English proficiency, not both.

- Economically Disadvantaged = Refers to any of the following:
  - Family income is at or below national poverty level
  - Participant, parent(s), or guardian of the participant is umemployed
  - Participant or parent of participant is recipient of public assistance
  - Participant is institutionalized or under State guardianship

- Hard of Hearing = Means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance, but which is not included under the definition of "deaf".

- Hispanic = A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race.

- Limited English Proficiency = Member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English.

- Mainstream/Support = Students or adults classified as handicapped, limited English proficiency or disadvantaged and receive coded support services.

- Mainstream/No Support = Students or adults classified as handicapped, limited English proficiency, or disadvantaged but receive no coded support services.

- Mentally Retarded = Means significantly subaverage general intellectual functioning existing concurrently with defects in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

- Multihandicapped = Means concomitant impairments (such as mentally retarded/blind, mentally retarded/orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf/blind children.

- Occupational Homemaking (09.0100) = These programs include courses planned to provide occupational experiences which will provide males and females with the opportunities necessary for the development of the competencies needed to successfully combine the occupations of homemaking and wage-earning.

- Occupational Preparation Program = A planned sequence of courses, services or other vocational education activities specifically associated with a 6-digit OE code, designed to meet specific vocational objectives.

- Orientation Level Course = A course approved at a level 3 whose enrollment for funding purposes is restricted to grades 9, 10, 11, or 20. There is no limit on the number of orientation level courses in which a student may be claimed.

- Orthopedically Impaired = Means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc,), impairments caused by diseases (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, fractures or burns which cause contractures).

- Other Health Impaired = Means limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, adversely affecting a child's educational performance.

- Over-Age Student = A student who has been enrolled in high school for more than two school years and does not carry an eleventh grade status may be classified as an over-aged, under achiever. If such students are classified as disadvantaged and/or handicapped, they are eligible to be claimed in training level courses.

- Potential Adult Completer = A student enrolled in an approved level 5 course who is grade 30 should be manually reviewed to determine if he/she is a completer in one of the programs.

- Potential Program Completer = A grade 12 student in a level 1 course should be manually reviewed to determine if he/she is a completer in one of the approved programs.

- Program Completer = A student who finished a planned sequence of courses, services or activities designed to meet a vocational occupational objective that teaches entry-level job skills. This person must have met all the requirements of the institution for program completion whether or not he or she graduated from the insitution.When applying this definition, analyze only the extent to which each student finished a vocational program.

- Recognition = Refers to the type of award (such as a certificate) given adult program completers for completion of a defined sequence of courses, services or activities designed to meet a vocational objective or defined in advance by the institution offering the program.

- Separate Settings = All students in the following O. E. Coded programs: 18.9900, 18.9905, 18.9907, 18.9909. (VEDS Part V, Sec. B)

- Secondary Training Level Course = An approved level 1 course whose enrollment for funding purposes is restricted to grades 11, 12, or 26 (with D and/or H).

- Seriously Emotionally Disturbed = The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance.
  - An inability to learn which cannot be explained by intellectual, sensory, or health factors.
  - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
  - Inappropriate types of behavior or feelings under normal circumstances.
  - A general pervasive mood of unhappiness or depression.
  - A tendency to develop physical symptoms or fears associated with personal or school problems.

  The term includes children who are schizophrenic or autistic. The term does NOT include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

- Specific Learning Disability = Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does NOT include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantaged.

- Speech Impaired = Means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

- Unduplicated Count = Means an individual is reported in only one program regardless of the number of programs in which he or she was enrolled during the year.

- Variable Contact Hours = The number of hours each individual student is in attendance during a given term.

- Variable Contact Hours Claimed = The total number of actual contact hours for all enrolled students during a given term.

- Visually Handicapped = Means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

- White, not Hispanic = A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Exhibit B

SAMPLE STUDENT PERMISSION FORM

Dear Student:

The Illinois State Board of Education, Department of Adult, Vocational and Technical Education is conducting a long-range study of what students of vocational education programs believe about the quality of the training they received and how that training has had an impact on their work or further education programs and on their social lives. You can help by participating in the study by permitting us to interview you and by completing a short survey form.

At various times someone will contact you directly or send you a short written form to complete and return as directed. None of the questions you are asked now or in the future are part of an intelligence or achievement test. The information that is requested will be useful in helping to plan future vocational education programs and services.

All results from the interview and follow-up sessions will be kept confidential, your name will not be used. You are free to withdraw from the study whenever you wish. It will require about one houre of your time for the interview. Contacts made with you at later times are expected to take less than an hour. If you are willing to participate in the study, please sign below.

This project has been reviewd and approved by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, as adequately safeguarding student's privacy, welfare, civil liberties and rights. The monitor of the project is a consulant with the Research and Development Section of the Department of Adult, Vocational and Technical Education. The telephone number of the Research and Development Section is (217) 782-4620.

I have read the material above and any questions I have asked have been answered to my satisfaction. I agree to participate in this study, realizing that I may withdraw without prejudice at any time.

_____ Date _____
(Student)

_____ Date _____
(Interviewer)

_____ _____
(Program/School Location) (Vocational Program Title)

SAMPLE SUMMARY PACKET

SAMPLE SUMMARY PACKET

SAMPLE SUMMARY PACKET

SAMPLE SUMMARY PACKET

Exhibit C

PROGRAM SITE SUMMARY
COVER SHEET

PROGRAM SITE: Illinois Senior High School Site Identity Number: 11

Number of Sample Students Contacted Each Period: DATE SUBMITTED: 6/30/81

	Base Year	First	Second	Third	Fourth
TOTAL NUMBER	10				
Distribution by Type:					
1. Public Aid					
2. CETA					
3. Correctional					
4. MECEP					
5. High School	10				
6. Adult Education					
7. Apprenticeship					
8. Community College					
9. Other:					
Distribution by Needs:					
• Disadvantaged	2				
• Handicapped	1				
• Limited English	1				
Distribution by Age Group:					
• Under 20	10				
• 20 to 29					
• 30 to 44					
• Over 44					
Distribution by Ethnic Group:					
1. White (non-Hispanic)	4				
2. Hispanic	1				
3. Black	2				
4. Filipino	0				
5. Asian/Pacific Is.	2				
6. Am. Indian	1				
7. Other:	0				
Distribution by Sex:					
1. Males	5				
2. Females	5				

Distribution by Type of Program:

Program Title	Code Number				
Office Occupations	14	4				
Trade & Industry	17	6				

MASTER LOG OF STUDENT CASES

PROGRAM SITE: Illinois Senior High School Study Coordinator: Joe Smith

Student Case Code	Name of Sample Student (Last, First, Middle)	Date of Contacts (Base Yr.	1	2	3	4)
11501-1117	Campus, Joe M.	5/20/81				
11502-1517	Laos, Louis A.	5/20/81				
11503-2114	Smith, Joan V.	5/21/81				
11504-2114	Vian, Virginia N.	5/21/81				
11505-2317	Hoffman, Pat G.	5/21/81				
11506-1217	Lopez, John G.	5/22/81				
11507-1317	Washington, George M.	5/23/81				
11508-2514	China, Leslie P.	5/23/81				
11509-1614	Whitehorse, Rainsky D.	5/24/81				
11510-2117	Cerra, Maria V.	5/24/81				

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: Illinois Senior High School

Summary for Contact Year: 1980-81

Sample Student Case Code Numbers ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL Base Number	Number of Responses	Percent of Base Number
GEOGRAPHIC MOBILITY:															
1. Born in Illinois	●		●	●	●		●	●	.	●	.		10	7	70%
2. Resident of same area for 4 years	●	●		●	●	.	●	.	●	●		.	10	7	70%
3. Resident of same area after training	.		.		.		.		.		.		--	--	--
4. Moved within the state to:															
4.1 City/Urban Area	.		.		.		.		.		.		--	--	--
4.2 Suburban Area		.		.		.		.		.		.	--	--	--
4.3 Rural Area	.		.		.		.		.		.		--	--	--
5. Moved out of state to:															
5.1 City/Urban Area													--	--	--
5.2 Suburban Area		.		.		.		.		.		.	--	--	--
5.3 Rural Area													--	--	--
6. Reasons for Making move:															
6.1 To take a job/seek work	.		.		.		.		.		.		--	--	--
6.2 Lost old job/could not find job		.		.		.		.		.		.	--	--	--
6.3 Personal/family reasons	.		.		.		.		.		.		--	--	--
6.4 To take training/attend school		.		.		.		.		.		.	--	--	--
6.5 Health/medical reasons	.		.		.		.		.		.		--	--	--
6.6 Other (specify in notes):													--	--	--

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Numbers ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL Base Number	Number of Responses	Percent of Base Number
EDUCATION & TRAINING:															
7. Received prior vocational education or formal occupational training	●		●		·		·		●		·		10	3	30%
8. Prior to present vocational program, high school or G.E.D. was completed		·		·		·		·		·		·	10	0	0
9. Sequenced vocational program completed	●	●	●		●	●	●		●	●	·		10	8	80%
10. After sequenced vocational program, further training or schooling taken		·		·		·		·		·		·	--	--	--
If YES, specify the following:															
10.1 Full-time	·		·		·		·		·		·				
10.2 Part-time		·								·		·			
10.3 Related to sequenced program	·		·		·		·		·		·				
10.4 Related to job that is held		·		·		·		·		·		·			
FORMER EMPLOYMENT/OCCUPATIONAL PATTERN:															
11. Held paid job prior to program entry	●		·		●	●	·		●	●	·		10	5	50%
12. Skill level of most signficant job was low skilled	●	·		·	●	●		·	●	·		·	5	5	100%
13. Highest wage in prior job was at or below federal minimum wage level	●		·		●	●	·		●		·		5	4	80%

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
POST-TRAINING EMPLOYMENT PATTERN:															
14. After program, student found a job related to training & is now working:	.		.		.		.		.		.		--	--	--
14.1 Full-time		.		.		.		.		.		.			
14.2 Part-time	.		.		.		.		.		.				
15. After program student found a job unrelated to training & is now working:		.		.		.		.		.		.	--	--	--
15.1 Full-time	.		.						.		.				
15.2 Part-time		.		.		.		.				.			
16. After program, student found steady work (full or part-time)	.		.		.		.		.		.		--	--	--
17. Length of unemployment since contact:															
17.1 Less than one month		.		.		.		.		.		.	--	--	--
17.2 Two to six months	.		.		.		.		.		.				
17.3 Over six months		.		.		.		.		.		.			
18. Student not employed at time of contact, but worked sometime since last follow-up contact:	.		.		.		.		.		.		--	--	--
18.1 Full-time Related		.				.		.		.		.			
18.2 Part-time Related	.		.		.		.		.		.				
18.3 Full-time Unrelated		.		.		.		.		.		.			
18.4 Part-time Unrelated	.		.		.		.		.		.				

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
POST-TRAINING EMPLOYMENT PATTERN Continued															
19. After leaving the program (since last contact) student has:													--	--	--
19.1 Worked in same occupation	.		.		.		.		.		.				
19.2 Changed occupations		.		.		.		.		.		.			
19.3 Worked for same employer	.		.		.		.		.		.				
19.4 Changed employers		.		.		.		.		.		.			
19.5 Been fired from a job	.								.		.				
19.6 Been laid off of work		.		.		.		.		.		.			
19.7 Quit a job	.		.		.		.		.		.				
19.8 Received on-the-job training		.		.		.		.		.		.			
19.9 Received union/company sponsored (paid for) training	.		.		.		.		.		.				
19.0 Other (specify in notes):															
20. Post-training wage level is higher than highest pre-training wage		.		.		.		.		.		.	--	--	--
21. Indicate student general satisfaction with current or most recent job:															
21.1 Very Satisfied	.		.		.		.		.		.		--	--	--
21.2 Satisfied		.		.		.		.		.		.			
21.3 Not Satisfied	.		.		.		.		.		.				
21.4 No Opinion		.		.		.		.		.		.			

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
POST-TRAINING EMPLOYMENT PATTERN Continued															
22. Student was a union member before training program	.		.		.		.		.	●	.		10	1	10%
Student joined union after program		.		.		.		.		.		.	--	--	--
23. Student received employee benefits on job(s) held prior to program	.		.		.		.		.	●	.		10	1	10%
Student received employee benefits on job(s) held after leaving program		.		.		.		.		.		.			
24. Student holds a valid driver's license	.		.		.		.		.		.				
FAMILY/HOUSEHOLD PATTERN															
25. Student is head of household		.		.		.		.		●		.	10	1	10%
26. Indicate number of dependent minor (under 18 years old) children:										0			0	0	--
27. Student received public/state aid before training program	.	●	.		.		.		.		.		10	1	10%
Student received public/state aid after leaving training program		.		.		.		.		.		.	--	--	--

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
SOCIAL & COMMUNITY INVOLVEMENT:															
28. Registered or voted in last election	.		.		.		.		.	●	.		10	1	10%
29. Participated in school activities (Clubs, extra curricular events, etc for high school/college students-parent groups (PTA) for out of school youths or young adults)	●	●		●		●		.	●	.		.	10	5	50%
30. Involved in neighborhood/community activities or events	.	●	.		.		.		●		.		10	2	20%
31. Involved in church related activities		●		.		.		●		●		.	10	3	30%
STUDENT RATING OF SELECTED PROGRAM FACTORS:															
32. Rating of counseling assistance:															
32.1 Very Helpful	●	●	.		.	●	●		●		.		10	5	50%
32.2 Some Help		.		●	●	.		.		●		.	10	3	30%
32.3 Not Helpful	.		.		.		.	●	.		.		10	1	10%
32.4 No Opinion			●										10	1	10%

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
STUDENT RATING OF SELECTED PROGRAM FACTORS															
33. Rating of teacher assistance/concern for students in program:															
33.1 Very Positive/Helpful	●	●	.	●	.	●	●	●	.	●	.		10	7	70%
33.2 Somewhat Positive/Helpful		.	●	.	●	.		.		.		.	10	2	20%
33.3 Not Positive/Helpful	.		.		.		.		●		.		10	1	10%
33.4 No Opinion													--	--	--
34. Rating of how realistic the training was during the program:															
34.1 Very Realistic		.		●		●	●	●		●		.	10	5	50%
34.2 Somewhat Realistic	●	●	●		●		.		.		.		10	4	40%
34.3 Not Realistic		.		.		.		.	●	.		.	10	1	10%
34.4 No Opinion													--	--	--
35. Rating of support from other students in the program during training:															
35.1 Very Helpful/Important	●	●	●		●	●	●		.		.		10	6	60%
35.2 Somewhat Helpful/Important		.		●		.		●		●		.	10	3	30%
35.3 Not Helpful/Important	.		.		.		.		●		.		10	1	10%
35.4 No Opinion													--	--	--

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL Base Number	Number of Responses	Percent of Base Number
STUDENT RATING OF SELECTED PROGRAM FACTORS															
36. Student received financial aid during training program:	.	●	●		.		.		.		.		10	2	20%
If YES, rating student gave to such financial assistance:															
36.1 Very Helpful/Important		●	●	.		.		.		.		.	2	2	100%
36.2 Somewhat Helpful/Important	.		.		.		.		.		.				
36.3 Not Helpful/Important		.		.		.		.		.		.			
36.4 No Opinion															
37. Student received job placement assistance during/after program:	●		.		.		.	●	●		.		10	3	30%
If YES, rating student gave to job placement assistance:															
37.1 Very Helpful/Important		.		.		.		●	●	.		.	3	2	67%
37.2 Somewhat Helpful/Important	●		.		.		.		.		.		3	1	33%
37.3 Not Helpful/Important		.		.		.		.		.		.	--	--	--
37.4 No Opinion															

SAMPLE SUMMARY PACKET

100

110

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1514	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
MAJOR HEALTH/MEDICAL PROBLEMS:															
38. Major medical problem affected school, training program, or ability to work before or during program	.	●	.		.		.		.		.		10	1	10%
Major medical problem affected ability to continue education and training or go to work after program		.		.		.		.		.		.	--	--	--
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT:															
39. Vocational program was an important factor in choosing or entering present occupation	.		.		.		.		.		.		--	--	--
40. Vocational program helped student gain a positive self image		.		.		.		.		.		.			
41. Vocational program helped student develop/change expectations about life and work	.		.		.		.		.		.				
42. Vocational program provided student with more than just job skills		.		.		.		.		.		.			
43. Student believes that consistency and structure in the vocational program were important to student success/achievement in the program	.		.		.		.		.		.				

SAMPLE SUMMARY PACKET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
STUDENT VALUES ABOUT LIFE & WORK:					SAMPLE SUMMARY PACKET										
44. Student rates as very important each of the following items in his/her life:															
44.1 Being a success at work	●	○	○	○	●	●	○	○	○	●	○	○	10	4	40%
44.2 Having a happy family life	○	○	○	●	○	○	○	○	○	●	○	○	10	2	20%
44.3 Making lots of money	○	●	●	○	○	○	○	○	○	○	○	○	10	2	20%
44.4 Having strong friendships	○	●	○	○	●	○	○	●	○	○	○	○	10	3	30%
44.5 Having a steady job	○	○	○	●	○	○	●	○	○	●	○	○	10	3	30%
44.6 Being a community leader	●	○	○	○	○	●	○	○	●	○	○	○	10	3	30%
44.7 Giving their children a better opportunity than they had	○	○	○	○	○	○	○	○	○	●	○	○	10	1	10%
44.8 Moving away from the area in which they now live	○	○	●	○	○	○	○	●	○	○	○	○	10	2	20%
44.9 Working to correct social conditions & economic inequalities	○	●	○	○	○	○	○	○	●	○	○	○	10	2	20%
44.0 Having leisure time to enjoy	●	○	○	○	○	○	○	○	○	○	○	○	10	1	10%
45. Student rates very important each of the following factors about work he/she wants to do:															
45.1 The vocational program they took	○	○	○	○	○	○	○	○	○	●	○	○	10	1	10%
45.2 Previous work experience	●	○	○	○	○	○	○	○	○	●	○	○	10	2	20%
45.3 Good income in near future	○	●	●	○	○	○	○	○	○	○	○	○	10	2	20%
45.4 Job security	○	○	○	●	○	○	○	○	○	○	○	○	10	1	10%
45.5 The job they now hold	○	○	○	○	○	○	○	○	○	○	○	○	10	0	0
45.6 Important & interesting work	○	○	○	○	○	●	○	○	○	○	○	○	10	1	10%
45.7 Freedom to make decisions	○	○	○	○	○	○	○	●	○	○	○	○	10	1	10%
45.8 Opportunity to advance	●	○	○	○	○	○	○	○	○	○	○	○	10	1	10%
45.9 Working with people they like	○	○	○	●	○	○	●	○	●	○	○	○	10	3	30%
45.0 Working with a boss who is fair	○	○	○	○	●	○	○	○	○	○	○	○	10	1	10%

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
STUDENT PLANS FOR EDUCATION & WORK:															
46. Student grade pattern in school were:															
46.1 Mostly A's & B's	●	.	.	.	.	.	.	.	.	.	.		10	1	10%
46.2 Mostly B's & C's	○	●	●	.	●	●	.	.	●	.	.		10	2	20%
46.3 Mostly C's	○	.	.	●	.	.	●	●	.	●	.		10	6	60%
46.4 Below C's	○	.	.	.	.	.	.	.	.	.	.		10	1	10%
47. Student grade pattern in his/her vocational education program were:															
47.1 Mostly A's & B's	●	.	.	.	●	.	.	.	●	●	.		10	4	40%
47.2 Mostly B's & C's	○	●	●	.	.	●	.	●	.	.	.		10	4	40%
47.3 Mostly C's	○	.	.	.	.	.	.	.	.	.	.		10	0	0
47.4 Below C's	○	.	.	●	.	.	●	.	.	.	.		10	2	20%
48. What best describes the student's participation in school activities:															
48.1 Very active	●	.	.	.	.	●	.	.	.	.	.		10	2	20%
48.2 Somewhat active	○	●	.	●	.	.	.	.	●	.	.		10	3	30%
48.3 Little activity	○	.	●	.	.	.	●	.	.	.	.		10	2	20%
48.4 No activity	○	.	.	.	●	.	.	●	.	●	.		10	3	30%
49. How old was the student when he/she first worked for pay:															
49.1 Has not worked for pay	○	●	●	●	.	.	●	●	.	.	.		10	5	50%
49.2 Under 16	●	.	.	.	●	●	.	.	.	●	.		5	2	40%
49.3 16 to 18	○	.	.	.	.	.	.	.	●	.	.		5	3	60%
49.4 Over 18	○	.	.	.	.	.	.	.	.	.	.		--	--	--

SAMPLE SUMMARY PACKET

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨	11501 1117	11502 1517	11503 2114	11504 2114	11505 2317	11506 1217	11507 1317	11508 2514	11509 1614	11510 2117			PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
STUDENT PLANS. . . Continued:															
50. Who had the greatest influence on the student's decision to take this vocational education program;															
50.1 Teacher/school administrator	○			●		●		●					10	3	30%
50.2 School counselor	●								●				10	2	20%
50.3 Friends/peers	○		●				●						10	2	20%
50.4 Parents/relatives	○									●			10	1	10%
50.5 Adults outside of school	○	●			●								10	2	20%
50.6 Student's Own Decision	○												10	0	0
50.7 Other													10	0	0
51. What best describes the student's post-school educational plans:															
51.1 No plans made yet	○	●							●				10	2	20%
51.2 Go to a community college	○		●		●	●		●					10	4	40%
51.3 Go to a four year college	●						●						10	2	20%
51.4 Go into military service	○			●									10	1	10%
51.5 Go to trade school	○									●			10	1	10%
51.6 Other:	○												10	0	0
52. What are the student's work plans:															
52.1 No plans made yet	●			●									10	2	20%
52.2 Seek a related job	○				●	●	●			●			10	4	40%
52.3 Seek a non-related job	○	●						●					10	2	20%
52.4 Take time for travel/leisure before seeking work	○												10	0	0
52.5 Other:	○												10	0	0

SAMPLE SUMMARY PACKET

Exhibit D
Cover Letter For Mail Survey

(PROGRAM SITE LETTERHEAD)

(Date of Letter)

Dear (Sample Student Name)

This letter is to remind you about the longitudinal study we are doing so that we can determine the impact of vocational education programs on students. As you may recall, you were one of a small group of students included in the study when you were interviewed while you were still enrolled in a vocational program in our school. At least six months have gone by since you left the vocational program you were taking and it is time to check with you to find out how things are going. We were unable to contact you in person or by telephone, but we are still interested in hearing from you.

You can help us by doing the following.

1. Provide the requested information on the enclosed Confidential Student Follow-up Information Sheet

2. Return it in the self-addressed envelope by (state return date requested)

Be sure to write in your current address and telephone number so that we can stay in touch with you to find out about your progress at work or in school. This information will help us better to plan and offer vocational programs to prepare other students for further education or job entry. The answers you provide will remain confidential. We would be interested in any comments you might have in addition to your responses to the questions on the information sheet.

We look forward to your response to this survey. Good luck for your continued success.

Sincerely,

(Program Site ISLCS Coordinator)

REPRODUCIBLE MATERIALS

- Student Case File Contact Record
- Master Log of Student Cases
- Program Site Sample Student Summary Sheet
- Confidential Student Follow-up Information Sheet

COVER SHEET: STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ _ - _ _ _ _ _

	Student Case	Alternative Contact
BASE YEAR	Name: _____ Mailing Address: _____ _____ City State Zip Code Telephone: _____ _____ Area Code	Name: _____ Mailing Address: _____ _____ City State Zip Code Telephone: _____ _____ Area Code Relationship to Student: _____
FOLLOW-UP CONTACT	Name: _____ Mailing Address: _____ _____ City State Zip Code Telephone: _____ _____ Area Code	Name: _____ Mailing Address: _____ _____ City State Zip Code Telephone: _____ _____ Area Code Relationship to Student: _____
FOLLOW-UP CONTACT	Mailing Address: _____ _____ City State zip Code Telephone: _____ _____ Area Code	Mailing Address: _____ _____ City State Zip Code Telephone: _____ _____ Area Code

STUDENT CASE FILE CONTACT RECORD

Student Case Code: __ __ __ __ __ - __ __ __ __

Name of Program Site: _____ (1) Site Identity Number: ___ ___

Student Classification: (2)
○ 1. Public Aid ○ 2. CETA ○ 3. Correctional ○ 4. WECEP ○ 5. High School
○ 6. Adult Educ. ○ 7. Apprentice ○ 8. Community College ○ 9. Other: _____

Student Name: _____ (3) Student Identity No. ____ ____
(Last) (First) (Middle)

Student's Birth Date: _____ Age Group: ○ Under 20 ○ 20-29 ○ 30-44 ○ Over 44
(Month) (Day) (Year)

Student Sex: (4) ○ 1. Male ○ 2. Female Special Needs: ○ Disadvantaged ○ Handicapped ○ Limited Eng.

Ethnic Group: (5)
○ 1. White (non-Hispanic) ○ 2. Hispanic ○ 3. Black ○ 4. Filipino ○ 5. Asian/Pacific Is.
○ 6. American Indian ○ 7. Other: _____

Title of Vocational Program Taken by Student: _____ (6) USOE Code: __ __.__ __ __ __

Date Student Started: _____ Date Student Left: _____ ○ Student Completed Sequenced Program
(Month-Day-Year) (Month-Day-Year)

Duration of Vocational Program: _____ Number of Courses in Program: _____
(Total Credit/Training Hours)

Directions: This STUDENT CASE FILE CONTACT RECORD will be used to record student information for the Base Year (the first contact while the student is enrolled in his/her vocational program) and up to four follow-up contacts afterward. The demographic and program data for each student are used to assign a nine digit Student Case Code number which will be used to keep track of individual student cases and will be used to analyze student responses over time. Six items of information are used to make up the Student Case Code. These are shown in () on the form: (1) Program Site Identity number, (2) Student Classification, (3) Individual Student Identity number, (4) Student Sex, (5) Student Ethnic Group, and (6) the first two digits of the USOE vocational program code number in which the student is enrolled at the time of the first contact. (Guidelines for assigning Student Case Code numbers appear on Table 2 of the user's manual for the Illinois Student Longitudinal Case Study system.)

STUDENT CASE FILE CONTACT RECORD Student Case Code: ___ ___ ___ ___ ___ - ___ ___ ___ ___

VOCATIONAL EDUCATION PROGRAM DESCRIPTION:

1. Title of Program: _____ USOE Code: _____

2. List Titles of Courses that make up the Program that the student is taking. If the program is a single vocational course, check here: O

   2.1 _____ O

   2.2 _____ O

   2.3 _____ O

   2.4 _____ O

   2.5 _____ O

   If more than five courses make up the student's vocational program, list the five most advanced or essential courses.

   ➧ Check the courses completed by the student. Use the circles that are provided for each course.

3. List at least four job titles for which the student will be prepared upon satisfactory program completion.

   3.1 _____ O

   3.2 _____ O

   3.3 _____ O

   3.4 _____ O

   ➧ Check the job titles/occupations that are readily available to students who complete their vocational program in your local labor market.

4. Check each of the following student services or that the student received as a regular part of the student's vocational program at the school or institution.

O Personal counseling	O Cooperative work experience	O Individualized instruction
O Vocational/career counseling	O Paid work experience	O Computer assisted instruct.
O Academic/educational counseling	O Non-paid work/study	O Financial aid
O Interest testing	O Basic/remedial education	O CETA program
O Aptitude testing	O Tutorial services	O Transportation/allowance
O Work/job exploration	O Competency based instruction	O Child care
O Job placement assistance	O Other: _____	O Other: _____

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
GEOGRAPHIC MOBILITY:						
1. Born in Illinois	○					
2. Resident of same area for 4 years	○					
3. Resident of same area after training		○	○	○	○	
4. Moved within the state to:						
4.1 City/Urban Area		○	○	○	○	
4.2 Suburban Area		○	○	○	○	
4.3 Rural Area		○	○	○	○	
5. Moved out of state to:						
5.1 City/Urban Area		○	○	○	○	
5.2 Suburban Area		○	○	○	○	
5.3 Rural Area		○	○	○	○	
6. Reasons for Making move:						
6.1 To take a job/seek work		○	○	○	○	
6.2 Lost old job/could not find job		○	○	○	○	
6.3 Personal/family reasons		○	○	○	○	
6.4 To take training/attend school		○	○	○	○	
6.5 Health/medical reasons		○	○	○	○	
6.6 Other (specify in notes):		○	○	○	○	

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
EDUCATION & TRAINING:						
7. Received prior vocational education or formal occupational training	○					7. Specify type of training and training institution:
8. Prior to present vocational program, high school or G.E.D. was completed	○					
9. Sequenced vocational program completed	○	○				9. Date of completion:
10. After sequenced vocational program, further training or schooling taken If YES, specify the following:						10. Specify type of training/schooling:
10.1 Full-time		○	○	○	○	
10.2 Part-time		○	○	○	○	
10.3 Related to sequenced program		○	○	○	○	
10.4 Related to job that is held		○	○	○	○	
FORMER EMPLOYMENT/OCCUPATIONAL PATTERN:						
11. Held paid job prior to program entry	○					11. Specify name or type of most significant job.
12. Skill level of most signficant job was low skilled	○					
13. Highest wage in prior job was at or below federal minimum wage level	○					13. Specify highest hourly wage. $_____ per hr.

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
POST-TRAINING EMPLOYMENT PATTERN:						
14. After program, student found a job related to training & is now working:						14. Specify Job Title:
14.1 Full-time		○	○	○	○	
14.2 Part-time		○	○	○	○	
15. After program student found a job unrelated to training & is now working:						15. Specify Job Title:
15.1 Full-time		○	○	○	○	
15.2 Part-time		○	○	○	○	
16. After program, student found steady work (full or part-time)		○	○	○	○	
17. Length of unemployment since contact:						
17.1 Less than one month		○	○	○	○	
17.2 Two to six months		○	○	○	○	
17.3 Over six months		○	○	○	○	
18. Student not employed at time of contact, but worked sometime since last follow-up contact:						18. Specify Job Title of job(s) held:
18.1 Full-time Related		○	○	○	○	
18.2 Part-time Related		○	○	○	○	
18.3 Full-time Unrelated		○	○	○	○	
18.4 Part-time Unrelated		○	○	○	○	

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
POST-TRAINING EMPLOYMENT PATTERN Continued						
19. After leaving the program (since last contact) student has:						
19.1 Worked in same occupation		○	○	○	○	
19.2 Changed occupations		○	○	○	○	
19.3 Worked for same employer		○	○	○	○	
19.4 Changed employers		○	○	○	○	
19.5 Been fired from a job		○	○	○	○	
19.6 Been laid off of work		○	○	○	○	
19.7 Quit a job		○	○	○	○	
19.8 Received on-the-job training		○	○	○	○	19.8 Specify type & duration:
19.9 Received union/company sponsored (paid for) training		○	○	○	○	19.9 Specify type & duration:
19.0 Other (specify in notes):		○	○	○	○	
20. Post-training wage level is higher than highest pre-training wage		○	○	○	○	20. Specify current hourly wage or highest recent wage during period since last contact: Contact 1: $ Contact 2: $ Contact 3: $ Contact 4: $
21. Indicate student general satisfaction with current or most recent job:						
21.1 Very Satisfied		○	○	○	○	
21.2 Satisfied		○	○	○	○	
21.3 Not Satisfied		○	○	○	○	
21.4 No Opinion		○	○	○	○	

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
POST-TRAINING EMPLOYMENT PATTERN Continued						
22. Student was a union member before training program	○					
Student joined union after program		○	○	○	○	
23. Student received employee benefits on job(s) held prior to program	○					
Student received employee benefits on job(s) held after leaving program		○	○	○	○	
24. Student holds a valid driver's license	○	○	○	○	○	
FAMILY/HOUSEHOLD PATTERN						
25. Student is head of household	○	○	○	○	○	25. Specify, if single head of household: ○
26. Indicate number of dependent minor (under 18 years old) children:						
27. Student received public/state aid before training program	○					
Student received public/state aid after leaving training program		○	○	○	○	

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _ _

	Base Year	Follow-up 1	Follow-up 2	Follow-up 3	Follow-up 4	Special Comments/Notes
SOCIAL & COMMUNITY INVOLVEMENT:						
28. Registered or voted in last election	○	○	○	○	○	
29. Participated in school activities (Clubs, extra curricular events, etc for high school/college students-parent groups (PTA) for out of school youths or young adults)	○	○	○	○	○	
30. Involved in neighborhood/community activities or events	○	○	○	○	○	
31. Involved in church related activities	○	○	○	○	○	
STUDENT RATING OF SELECTED PROGRAM FACTORS:						
32. Rating of <u>counseling</u> assistance:						
32.1 Very Helpful	○	○	○	○	○	
32.2 Some Help	○	○	○	○	○	
32.3 Not Helpful	○	○	○	○	○	
32.4 No Opinion or Not Used	○	○	○	○	○	

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
STUDENT RATING OF SELECTED PROGRAM FACTORS						
33. Rating of teacher assistance/concern for students in program:						
33.1 Very Positive/Helpful	○	○	○	○	○	
33.2 Somewhat Positive/Helpful	○	○	○	○	○	
33.3 Not Positive/Helpful	○	○	○	○	○	
33.4 No Opinion	○	○	○	○	○	
34. Rating of how realistic the training was during the program:						
34.1 Very Realistic	○	○	○	○	○	
34.2 Somewhat Realistic	○	○	○	○	○	
34.3 Not Realistic	○	○	○	○	○	
34.4 No Opinion	○	○	○	○	○	
35. Rating of support from other students in the program during training:						
35.1 Very Helpful/Important	○	○	○	○	○	
35.2 Somewhat Helpful/Important	○	○	○	○	○	
35.3 Not Helpful/Important	○	○	○	○	○	
35.4 No Opinion	○	○	○	○	○	

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4
STUDENT RATING OF SELECTED PROGRAM FACTORS					
36. Student received financial aid during training program:	○				
If YES, rating student gave to such financial assistance:					
36.1 Very Helpful/Important	○	○	○	○	○
36.2 Somewhat Helpful/Important	○	○	○	○	○
36.3 Not Helpful/Important	○	○	○	○	○
36.4 No Opinion	○	○	○	○	○
37. Student received job placement assistance during/after program:	○				
If YES, rating student gave to job placement assistance:					
37.1 Very Helpful/Important	○	○	○	○	○
37.2 Somewhat Helpful/Important	○	○	○	○	○
37.3 Not Helpful/Important	○	○	○	○	○
37.4 No Opinion	○	○	○	○	○

Special Comments/Notes

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Interviewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up 1	Follow-up 2	Follow-up 3	Follow-up 4	Special Comments/Notes
MAJOR HEALTH/MEDICAL PROBLEMS:						
38. Major medical problem affected school, training program, or ability to work before or during program	○					
Major medical problem affected ability to continue education and training or go to work		○	○	○	○	
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT:						
39. Vocational program was an important factor in choosing or entering present occupation		○	○	○	○	
40. Vocational program helped student gain a positive self image		○	○	○	○	
41. Vocational program helped student develop/change expectations about life and work		○	○	○	○	
42. Vocational program provided student with more than just job skills		○	○	○	○	
43. Student believes that consistency and structure in the vocational program were important to student success/achievement in the program		○	○	○	○	

STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
STUDENT VALUES ABOUT LIFE & WORK:						Note: During post-training contacts, ask student if his/her response to items in Questions 44 and 45 was affected by experiences gained from the vocational program he/she took.
44. Student rates as very important each of the following items in his/her life:						
44.1 Being a success at work	O	O	O	O	O	
44.2 Having a happy family life	O	O	O	O	O	
44.3 Making lots of money	O	O	O	O	O	
44.4 Having strong friendships	O	O	O	O	O	
44.5 Having a steady job	O	O	O	O	O	
44.6 Being a community leader	O	O	O	O	O	
44.7 Giving their children a better opportunity than they had	O	O	O	O	O	
44.8 Moving away from the area in which they now live	O	O	O	O	O	
44.9 Working to correct social conditions & economic inequalities	O	O	O	O	O	
44.0 Having leisure time to enjoy	O	O	O	O	O	
45. Student rates very important each of the following factors about work he/she wants to do:						
45.1 The vocational program they took	O	O	O	O	O	
45.2 Previous work experience	O	O	O	O	O	
45.3 Good income in near future	O	O	O	O	O	
45.4 Job security	O	O	O	O	O	
45.5 The job they now hold	O	O	O	O	O	
45.6 Important & interesting work	O	O	O	O	O	
45.7 Freedom to make decisions	O	O	O	O	O	
45.8 Opportunity to advance	O	O	O	O	O	
45.9 Working with people they like	O	O	O	O	O	
45.0 Working with a boss who is fair	O	O	O	O	O	

STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ _ - _ _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
STUDENT PLANS FOR EDUCATION & WORK:						
46. Student grade pattern in school were:						
46.1 Mostly A's & B's	O					
46.2 Mostly B's & C's	O					
46.3 Mostly C's	O					
46.4 Below C's	O					
47. Student grade pattern in his/her vocational education program were:						
47.1 Mostly A's & B's	O					
47.2 Mostly B's & C's	O					
47.3 Mostly C's	O					
47.4 Below C's	O					
48. What best describes the student's participation in school activities:						48. Note the school activities the student has participated in (athletic teams, band, school clubs, vocational clubs, student body offices, etc.). Indicate the activities he/she enjoyed the most.
48.1 Very active	O					
48.2 Somewhat active	O					
48.3 Little activity	O					
48.4 No activity	O					
49. How old was the student when he/she first worked for pay:						
49.1 Has not worked for pay	O					
49.2 Under 16	O					
49.3 16 to 18	O					
49.4 Over 18	O					

STUDENT CASE FILE CONTACT RECORD

Student Case Code: _ _ _ _ _ _ - _ _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes
STUDENT PLANS. . . Continued:						
50. Who had the greatest influence on the student's decision to take this vocational education program;						50. Note the person who helped the student make a decision and indicate how long it was between the time the person gave advice and the time the student actually enrolled.
50.1 Teacher/school administrator	O					
50.2 School counselor	O					
50.3 Friends/peers	O					
50.4 Parents/relatives	O					
50.5 Adults outside of school	O					
50.6 Student's Own Decision	O					
50.7 Other	O					
51. What best describes the student's post-school educational plans:						51. Note whether educational plans are related to the vocational program now being taken. O YES O NO
51.1 No plans made yet	O					
51.2 Go to a community college	O					
51.3 Go to a four year college	O					
51.4 Go into military service	O					
51.5 Go to trade school	O					
51.6 Other:	O					
52. What are the student's work plans:						52. Note how work plans are related to present vocational program. O YES O NO
52.1 No plans made yet	O					
52.2 Seek a related job	O					
52.3 Seek a non-related job	O					
52.4 Take time for travel/leisure before seeking work	O					
52.5 Other:	O					

For additional questions added by the program site.

STUDENT CASE FILE CONTACT RECORD

	Base Year	Follow-up Contact 1	Follow-up Contact 2	Follow-up Contact 3	Follow-up Contact 4
Date:					
Inter-viewer:					

Student Case Code: _ _ _ _ _ _ - _ _ _ _

	Base Year	Follow-up Contacts 1	2	3	4	Special Comments/Notes

MASTER LOG OF STUDENT CASES

PROGRAM SITE:_____ Study Coordinator:_____

Student Case Code	Name of Sample Student (Last, First, Middle)	Date of Contacts (Base Yr.	1	2	3	4)
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						
_ _ _ _ _-_ _ _ _						

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Numbers ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
GEOGRAPHIC MOBILITY:															
1. Born in Illinois	.		.		.		.		.		.				
2. Resident of same area for 4 years		.		.		.		.		.		.			
3. Resident of same area after training	.		.		.		.		.		.				
4. Moved within the state to:															
4.1 City/Urban Area	.		.		.		.		.		.				
4.2 Suburban Area		.		.		.		.		.		.			
4.3 Rural Area	.		.		.		.		.		.				
5. Moved out of state to:															
5.1 City/Urban Area															
5.2 Suburban Area		.		.		.		.		.		.			
5.3 Rural Area															
6. Reasons for Making move:															
6.1 To take a job/seek work	.		.		.		.		.		.				
6.2 Lost old job/could not find job		.		.		.		.		.		.			
6.3 Personal/family reasons	.		.		.		.		.		.				
6.4 To take training/attend school		.		.		.		.		.		.			
6.5 Health/medical reasons	.		.		.		.		.		.				
6.6 Other (specify in notes):															

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Numbers ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
EDUCATION & TRAINING:															
7. Received prior vocational education or formal occupational training	.		.		.		.		.		.				
8. Prior to present vocational program, high school or G.E.D. was completed		.		.		.		.		.		.			
9. Designated vocational program completed	.		.		.		.		.		.				
10. After designated vocational program, further training or schooling taken If YES, specify the following:		.		.		.		.		.		.			
10.1 Full-time	.		.		.		.		.		.				
10.2 Part-time		.		.		.		.		.		.			
10.3 Related to designated program	.		.		.		.		.		.				
10.4 Related to job that is held		.		.		.		.		.		.			
FORMER EMPLOYMENT/OCCUPATIONAL PATTERN:															
11. Held paid job prior to program entry	.		.		.		.		.		.				
12. Skill level of most signficant job was low skilled		.		.		.		.		.		.			
13. Highest wage in prior job was at or below federal minimum wage level	.		.		.		.		.		.				

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
POST-TRAINING EMPLOYMENT PATTERN:															
14. After program, student found a job related to training & is now working:															
14.1 Full-time															
14.2 Part-time															
15. After program student found a job unrelated to training & is now working:															
15.1 Full-time															
15.2 Part-time															
16. After program, student found steady work (full or part-time)															
17. Length of unemployment since contact:															
17.1 Less than one month															
17.2 Two to six months															
17.3 Over six months															
18. Student not employed at time of contact, but worked sometime since last follow-up contact:															
18.1 Full-time Related															
18.2 Part-time Related															
18.3 Full-time Unrelated															
18.4 Part-time Unrelated															

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
POST-TRAINING EMPLOYMENT PATTERN Continued															
19. After leaving the program (since last contact) student has:															
19.1 Worked in same occupation	.		.		.		.		.		.				
19.2 Changed occupations		.		.		.		.		.		.			
19.3 Worked for same employer	.		.		.		.		.		.				
19.4 Changed employers		.		.		.		.		.		.			
19.5 Been fired from a job	.		.		.		.		.		.				
19.6 Been laid off of work		.		.		.		.		.		.			
19.7 Quit a job	.		.		.		.		.		.				
19.8 Received on-the-job training		.		.		.		.		.		.			
19.9 Received union/company sponsored (paid for) training	.		.		.		.		.		.				
19.0 Other (specify in notes):															
20. Post-training wage level is higher than highest pre-training wage		.		.		.		.		.		.			
21. Indicate student general satisfaction with current or most recent job:															
21.1 Very Satisfied	.		.		.		.		.		.				
21.2 Satisfied		.		.		.		.		.		.			
21.3 Not Satisfied	.		.		.		.		.		.				
21.4 No Opinion		.		.		.		.		.		.			

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨												PROGRAM SITE TOTAL		
												Base Number	Number of Responses	Percent of Base Number
POST-TRAINING EMPLOYMENT PATTERN Continued														
22. Student was a union member before training program	.		.		.		.		.		.			
Student joined union after program		.		.		.		.		.				
23. Student received employee benefits on job(s) held prior to program	.		.		.		.		.		.			
Student received employee benefits on job(s) held after leaving program		.		.		.		.		.				
24. Student holds a valid driver's license	.		.		.		.		.		.			
FAMILY/HOUSEHOLD PATTERN														
25. Student is head of household		.		.		.		.		.				
26. Indicate number of dependent minor (under 18 years old) children:														
27. Student received public/state aid before training program	.		.		.		.		.		.			
Student received public/state aid after leaving training program		.		.		.		.		.				

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
SOCIAL & COMMUNITY INVOLVEMENT:															
28. Registered or voted in last election	.		.		.		.		.		.				
29. Participated in school activities (Clubs, extra curricular events, etc for high school/college students- parent groups (PTA) for out of school youths or young adults)		.		.		.		.		.		.			
30. Involved in neighborhood/community activities or events	.		.		.		.		.		.				
31. Involved in church related activities		.		.		.		.		.		.			
STUDENT RATING OF SELECTED PROGRAM FACTORS:															
32. Rating of counseling assistance:															
32.1 Very Helpful	.		.		.		.		.		.				
32.2 Some Help		.		.		.		.		.		.			
32.3 Not Helpful	.		.		.		.		.		.				
32.4 No Opinion															

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
STUDENT RATING OF SELECTED PROGRAM FACTORS															
33. Rating of teacher assistance/concern for students in program:															
33.1 Very Positive/Helpful			.		.		.		.		.				
33.2 Somewhat Positive/Helpful		.		.		.		.		.		.			
33.3 Not Positive/Helpful	.		.		.		.		.		.				
33.4 No Opinion															
34. Rating of how realistic the training was during the program:															
34.1 Very Realistic		.		.		.		.		.		.			
34.2 Somewhat Realistic	.		.		.		.		.		.				
34.3 Not Realistic		.		.		.		.		.		.			
34.4 No Opinion															
35. Rating of support from other students in the program during training:															
35.1 Very Helpful/Important	.		.		.		.		.		.				
35.2 Somewhat Helpful/Important		.		.		.		.		.		.			
35.3 Not Helpful/Important	.		.		.		.		.		.				
35.4 No Opinion															

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
STUDENT RATING OF SELECTED PROGRAM FACTORS															
36. Student received financial aid during training program:	.		.		.		.		.		.				
If YES, rating student gave to such financial assistance:															
36.1 Very Helpful/Important		.		.		.		.		.		.			
36.2 Somewhat Helpful/Important	.		.		.		.		.		.				
36.3 Not Helpful/Important		.		.		.		.		.		.			
36.4 No Opinion															
37. Student received job placement assistance during/after program:	.		.		.		.		.		.				
If YES, rating student gave to job placement assistance:															
37.1 Very Helpful/Important		.		.		.		.		.		.			
37.2 Somewhat Helpful/Important	.		.		.		.		.		.				
37.3 Not Helpful/Important		.		.		.		.		.		.			
37.4 No Opinion															

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
MAJOR HEALTH/MEDICAL PROBLEMS:															
38. Major medical problem affected school, training program, or ability to work before or during program	.		.		.		.		.		.				
Major medical problem affected ability to continue education and training or go to work		.		.		.		.		.		.			
POST-TRAINING ASSESSMENT OF PROGRAM IMPACT:															
39. Vocational program was an important factor in choosing or entering present occupation	.		.		.		.		.		.				
40. Vocational program helped student gain a positive self image		.		.		.		.		.		.			
41. Vocational program helped student develop/change expectations about life and work	.		.		.		.		.		.				
42. Vocational program provided student with more than just job skills		.		.		.		.		.		.			
43. Student believes that consistency and structure in the vocational program were important to student success/achievement in the program	.		.		.		.		.		.				

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨													PROGRAM SITE TOTAL		
													Base Number	Number of Responses	Percent of Base Number
STUDENT VALUES ABOUT LIFE & WORK:															
44. Student rates as very important each of the following items in his/her life:															
44.1 Being a success at work	O	O	O	O	O	O	O	O	O	O	O	O			
44.2 Having a happy family life	O	O	O	O	O	O	O	O	O	O	O	O			
44.3 Making lots of money	O	O	O	O	O	O	O	O	O	O	O	O			
44.4 Having strong friendships	O	O	O	O	O	O	O	O	O	O	O	O			
44.5 Having a steady job	O	O	O	O	O	O	O	O	O	O	O	O			
44.6 Being a community leader	O	O	O	O	O	O	O	O	O	O	O	O			
44.7 Giving their children a better opportunity than they had	O	O	O	O	O	O	O	O	O	O	O	O			
44.8 Moving away from the area in which they now live	O	O	O	O	O	O	O	O	O	O	O	O			
44.9 Working to correct social conditions & economic inequalities	O	O	O	O	O	O	O	O	O	O	O	O			
44.0 Having leisure time to enjoy	O	O	O	O	O	O	O	O	O	O	O	O			
45. Student rates very important each of the following factors about work he/she wants to do:															
45.1 The vocational program they took	O	O	O	O	O	O	O	O	O	O	O	O			
45.2 Previous work experience	O	O	O	O	O	O	O	O	O	O	O	O			
45.3 Good income in near future	O	O	O	O	O	O	O	O	O	O	O	O			
45.4 Job security	O	O	O	O	O	O	O	O	O	O	O	O			
45.5 The job they now hold	O	O	O	O	O	O	O	O	O	O	O	O			
45.6 Important & interesting work	O	O	O	O	O	O	O	O	O	O	O	O			
45.7 Freedom to make decisions	O	O	O	O	O	O	O	O	O	O	O	O			
45.8 Opportunity to advance	O	O	O	O	O	O	O	O	O	O	O	O			
45.9 Working with people they like	O	O	O	O	O	O	O	O	O	O	O	O			
45.0 Working with a boss who is fair	O	O	O	O	O	O	O	O	O	O	O	O			

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨												PROGRAM SITE TOTAL		
												Base Number	Number of Responses	Percent of Base Number
STUDENT PLANS FOR EDUCATION & WORK:														
46. Student grade pattern in school were:														
46.1 Mostly A's & B's	O													
46.2 Mostly B's & C's	O													
46.3 Mostly C's	O													
46.4 Below C's	O													
47. Student grade pattern in his/her vocational education program were:														
47.1 Mostly A's & B's	O													
47.2 Mostly B's & C's	O													
47.3 Mostly C's	O													
47.4 Below C's	O													
48. What best describes the student's participation in school activities:														
48.1 Very active	O													
48.2 Somewhat active	O													
48.3 Little activity	O													
48.4 No activity	O													
49. How old was the student when he/she first worked for pay:														
49.1 Has not worked for pay	O													
49.2 Under 16	O													
49.3 16 to 18	O													
49.4 Over 18	O													

PROGRAM SITE SAMPLE STUDENT
SUMMARY SHEET

PROGRAM SITE: _____ Summary for Contact Year: _____

Sample Student Case Code Number ⇨												PROGRAM SITE TOTAL		
												Base Number	Number of Responses	Percent of Base Number
STUDENT PLANS. . . Continued:														
50. Who had the greatest influence on the student's decision to take this vocational education program;														
50.1 Teacher/school administrator	O													
50.2 School counselor	O													
50.3 Friends/peers	O													
50.4 Parents/relatives	O													
50.5 Adults outside of school	O													
50.6 Student's Own Decision	O													
50.7 Other	O													
51. What best describes the student's post-school educational plans:														
51.1 No plans made yet	O													
51.2 Go to a community college	O													
51.3 Go to a four year college	O													
51.4 Go into military service	O													
51.5 Go to trade school	O													
51.6 Other:	O													
52. What are the student's work plans:														
52.1 No plans made yet	O													
52.2 Seek a related job	O													
52.3 Seek a non-related job	O													
52.4 Take time for travel/leisure before seeking work	O													
52.5 Other:	O													

Student Contact Record
CONFIDENTIAL STUDENT FOLLOW-UP INFORMATION SHEET

Directions: Complete both sides of this information sheet by completing the requested information or by checking the response that best reflects your opinion. As soon as you complete the survey questions, please return the form in the enclosed self-addressed envelope so that we can update the information we have about you in our files. Thank you for your assistance and cooperation.

Your Name: _____

Your Current Mailing Address: _____

City _____ State _____ Zip _____

Telephone number where you can be reached: Area Code _____ Number _____

If you move from the above address, what is the name and address of another person who could forward your mail or reach you so that we can get in touch with you?

Name: _____ Relation to you: _____

Address: _____

City _____ State _____ Zip _____

Telephone Number: Area Code _____ Number _____

Answer all of the following questions by providing the requested information or checking the answer that best describes your present status or opinion. Ignore the item numbers appearing in the ( ). These item numbers are used for tabulating your responses. Your individual answers will remain confidential.

---

1. Do you now live within 20 miles of where you did when you were taking a vocational education in which you were first interviewed for this study?
   (Item 3) _____ YES _____ NO _____ Uncertain

2. Since leaving your original vocational program, have you enrolled in further vocational training or schooling?
   (Item 10) _____ NO _____ YES, Full-time _____ YES, Part-time

   If YES, was training or schooling related to your original vocational program? ___YES ___NO

3. Since leaving your original vocational program, have you worked in a job <u>related</u> to your training?
   _____ NO _____ YES, Full-time (14.1) _____ YES, Part-time (14.2)
   If YES, what is the title of your job? _____ Do you now hold this job? ___Yes

4. Since leaving your original vocational program, have you worked in a job <u>unrelated</u> to your training?
   _____ NO _____ YES, Full-time (15.1) _____ YES, Part-time (15.2)
   If YES, what is the title of your job? _____ Do you now hold this job? ___Yes

Side 1

Side 2

5. Since leaving your original vocational program or since the last time you were contacted, have you been employed steadily in either a full-time or part-time job? (Item 16) _____ YES _____ NO

6. Since leaving your vocational program or being contacted last, how much of the time have you been unemployed?
_____ I have not been unemployed at any time
_____ Less than one month unemployed (Item 17.1)
_____ Two to six months unemployed (Item 17.2)
_____ More than six months unemployed (Item 17.3)

7. Check each of the following items that apply to you since you left your original vocational program or the last time you were contacted for this study.

_____ Changed occupations (19.2)
_____ Changed employers (19.4)
_____ Been fired from a job (19.5)
_____ Been laid off work (19.6)
_____ Quit a job (19.7)
_____ Received on-the-job training at work (19.8)
_____ Received union/company paid training (19.9)
_____ Received higher hourly wage than before training (20)
_____ Joined a labor union (22)
_____ Received fringe benefits at work (23)
_____ Became head of household (25)
_____ Received public/state aid (27)
_____ Registered or voted in last election (28)
_____ Participated in school activities (29)
_____ Got involved in community activities/events (30)
_____ Got involved in church related activities (31)
_____ Had a major medical/health problem (38)

8. If you have worked since leaving your original vocational program, indicate the level of satisfaction you now have with your current or most recent job. _____ Very Satisfied (21.1) _____ Satisfied (21.2) _____ Not Satisfied (21.3) _____ No Opinion (21.4)

9. Rate each of the following items that were part of your original vocational program.

	Not Rec'd.	Very Good	Satisfact.	Not Good	Uncertain
(32) Counseling assistance you received:	_____	_____	_____	_____	_____
(33) Teacher assistance/concern for you:	_____	_____	_____	_____	_____
(34) Vocational training was realistic:	_____	_____	_____	_____	_____
(35) Support received from other students:	_____	_____	_____	_____	_____
(36) Financial assistance/aid you received:	_____	_____	_____	_____	_____
(37) Job placement assistance you received:	_____	_____	_____	_____	_____

10. Rate how important your vocational program was to you in the following things.

	Very Import.	Important	Not Import.	Uncertain
(39) Choosing your present occupation:	_____	_____	_____	_____
(40) Developing a positive self image:	_____	_____	_____	_____
(41) Changing expectations of life & work:	_____	_____	_____	_____
(42) Providing you with more than just job skills:	_____	_____	_____	_____